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ABSTRACT

This guide is designed to assist guidance personnel responsible for planning and implementing career guidance programs through use of a systems approach. The topics focus on employment outlooks, job placement, apprenticeship opportunities, computerized guidance, and laws affecting career guidance. The organization of this handbook parallels the responsibilities associated with designing and implementing a career guidance program by following a planning-implementation-evaluation cycle. Each chapter is divided into sections which represent structural components of specific guidance program steps. The contents are cross-referenced section by section: most sections contain lists of relevant procedural and contextual issues associated with career guidance. The appendices provide a large array of resource materials to further aid guide users. (Author/NRB)

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Illinois Career Guidance Handbook

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Illinois Career Guidance Handbook

FOREWORD

The Illinois State Board of Education/Department of Adult, Vocational and Technical Education is pleased to make available the *Illinois Career Guidance Handbook*. The *Handbook* is designed to provide guidance personnel with a document that supplements and enhances other State Board publications to further the cause of career guidance. The *Handbook* is more than a ready reference to program planning, implementation and evaluation. It provides a definite systems approach to the activities and experiences engaged in by students and guidance personnel. The *Handbook* contains information that should prove useful to a broad audience of guidance providers (e.g., specific and detailed information on employment outlook, job placement, apprenticeship opportunities, computerized guidance and laws affecting career guidance).

The development of the *Handbook* is the product of many authors and writers from across the state who are involved in a variety of guidance-related activities. An advisory committee of guidance practitioners lent their expertise at every stage of the *Handbook*'s development. It is hoped that you find an abundance of help in this handbook with its vast array of ideas, suggestions, models and exemplary guidance references.

It is intended that the material in this *Handbook* will be kept current. Therefore, users of the *Handbook* are encouraged to make suggestions for improving or updating it. If you have such a suggestion, write the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, E-426, 100 North First Street, Springfield, Illinois 62777 or call the Research and Development Section at 217/782-4620.

Donald G. Gill

Donald G. Gill

State Superintendent of Education

Illinois Career Guidance Handbook

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Introduction

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CHAPTER I

CAREER GUIDANCE

INTRODUCTION

Career guidance programs and services are necessary to enable young adults to direct their energies toward personal and career goals, to help them grow and mature so that they can best utilize their opportunities and to assist them in coping with stressful situations which otherwise would interfere with their life-style development. The structures and values of society have drastically changed over the last few decades. The technological revolution of the 1960's-1970's has created dramatic changes in the world of work, both structurally and occupationally, especially in business and industry. At the same time, increases in urbanization, population mobility, and the number and variety of special interest groups and movements seeking recognition, have brought extensive psychological, sociological, and economic changes to society as a whole.

According to most authorities, the future promises a continuation of these themes which bear heavily on the personal and career guidance needs of individuals. A closer look at future factors affecting career development presents the following:

1. Growing complexity in the occupational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate appropriate career decisions.

2. Rapid technological change demanding human adaptability and responsiveness and the need for specialized training for many entry level jobs.

3. Increasing national concern and legislation for the need to develop all human talent regardless of race, sex, religion, ethnic origin, or handicap.

4. Economic inflation requiring many individuals to enter or re-enter the labor force (e.g., prior homemakers, retirees, etc.).

5. Disenchantment expressed by young people who have difficulty relating their education to their lives and to the work world.

6. The mid-life trend toward career reassessment and job change.

7. Increasing numbers of women in the work force, resulting in a reexamination of sex-role stereotypes and sex bias related to the work world.

Each of these social factors impinges on the individual in ways that affect how he or she will achieve economic self-sufficiency and individual fulfillment. Together they underscore the increased need for career guidance services.

THE ROLE OF CAREER GUIDANCE

In 1977 the Illinois State Board of Education identified ten "Learner Goals" which the Board hoped would be achieved throughout the State. Eight of those "Learner Goals" relate in some way to career guidance:

1. Adult Education: Communities are encouraged to provide experiences that emphasize survival skills of reading and literacy and to offer easy access to other programs, especially in consumer skills and vocational and technical education.

2. Bilingual/Bicultural Education: Schools should offer quality programs to students for whom English is a second language.

3. Career Education: Children should be prepared for the world of work through career awareness, exploration, and orientation programs. All types of occupations should be shown as having an important place in today's world.

4. Dropout/Truancy: The state should assist local school districts by finding new ways to respond to the needs of students.

5. Educational Alternatives: The Board invites community and professional involvement in planning for alternative means of educating youngsters.

6. Special Student Populations: Sufficient challenge should be offered for gifted children and adequate safeguards provided for handicapped students. Efforts should continue to locate and serve students not presently being served. The State Board will provide leadership, assistance, and resources to the fullest extent possible.

7. Reading and Literacy: Assure that students are able to read and communicate effectively and provide right-to-read programs for all citizens.

8. Vocational Education: School systems should provide vocational counseling and training to all who can benefit by it.

The identification of these eight goals by the Board infers the need for adequate career guidance services. Effective career guidance services are critical if students are to make personally meaningful career decisions. In order to provide for the career guidance needs of clientele, local agencies are responsible for providing career guidance services to all individuals. The particular services that are provided may vary from situation to situation, but each will reflect one or more of the major organizing themes of career guidance (Herr & Cramer, 1979). Those organizing themes include:

1. Individual Differences: The acknowledgment of individual differences is a cornerstone of a free society. Each individual has the fundamental freedom to develop and express these talents in a unique way, and should have opportunities to identify and nurture these talents.

2. Free Choice: Career guidance is directed toward safeguarding the integrity of the individual. Career guidance argues against prescriptive guidance which directs the person into pursuing specific careers or other life patterns. Career choice must be based on the range of alternatives available, the personal characteristics and aspirations of the person doing the choosing, and the potential consequences of specific choices.

3. Developing Decision-Making: Career guidance is invested in helping students develop decision-making skills as well as defining, obtaining, and using information appropriate to different choices. The adage that "if you give a person a fish, they have a meal; but if you teach them how to fish, they have a life," reflects the importance of including decision making.

4. Concern for Self-Concept: Super (1976) has stated that career is a person-centered concept; career guidance must help students to achieve self-understanding before or as a part of career awareness. Information about salaries and work content is insufficient; the information should also address how the career would satisfy individual needs, aspirations, and values.

5. Concern for Life Styles, Values, Leisure: Education, work, and leisure represent the three boxes of life (Bolles, 1978); each influences a life style in an interactive way. A person's method for resolving the integration of these variables is related to the characteristics and understanding

of personal values. Any career choice must take into consideration the life style implications which it holds in both the present and the future.

6. Flexibility and Change: The rapidly changing nature of the work world in our technological society requires that students approach career choice from a position of flexibility. Career guidance must help persons consider contingency planning, goal flexibility, and other notions of tentativeness as acceptable methods of coping with rapid changes in social and occupational situations.

PURPOSE OF THE HANDBOOK

This handbook has been designed to build upon the earlier career guidance efforts in the State by compiling a set of guidelines, activities, and materials which will aid in formulating a workable career guidance program to be implemented at a local education agency, community-based agency, or any other agency that provides career guidance programs and services. While there are preferred methods of providing career guidance and specific imperatives that career guidance practices must address, there is no single best way to provide such a service. Each agency must develop programs based upon proven theory and practices, yet relevant to its unique population base and locale.

The theme of the handbook is that the development and operation of a career guidance program is similar to the process used to make career decisions. By progressing through a series of steps (planning, implementation, and evaluation), individuals make career decisions. Similarly, by utilizing the identical steps, career guidance personnel are able to establish and/or maintain career guidance programs. Responsibility for this process is shared by the home, the school, and the community, which represent the environment through which planning, implementation, and evaluation take place.

There are dual purposes, then, for this handbook. The primary purpose is to put current, useful and effective information into the hands of career guidance personnel in Illinois. It is hoped that the contents of this volume will promote improvement in the planning, implementation, and evaluation of career guidance programs, as well as serve as a stimulus for incorporating new ideas at the local level. It is also hoped that both the structure of and the material in the handbook will enable practitioners to establish systematic career guidance programs that are responsive to all who wish to utilize career guidance services.

ORGANIZATION OF THE HANDBOOK

The organization of this handbook parallels the responsibilities associated with organizing and/or operating a career guidance program. As previously stated, these responsibilities can be divided into three steps: planning, implementation, and evaluation.

Prior to identifying the contents of each successive chapter, it will be helpful to clarify the relationships among these three steps. Considered individually, the steps represent separate responsibilities to which career guidance personnel must attend. Experience demonstrates, however, that the steps are interdependent and that they need to be considered collectively. When the three steps are considered collectively, a planning-implementation-evaluation cycle is formed, with each step representing a benchmark on the cycle. The planning-implementation-evaluation cycle is the heart of an effective career guidance program. It provides a systematic procedure for designing and building new and responsive programs or for improving existing ones. A graphic presentation of the planning-implementation-evaluation cycle is presented in Figure I-1, p. I-6.

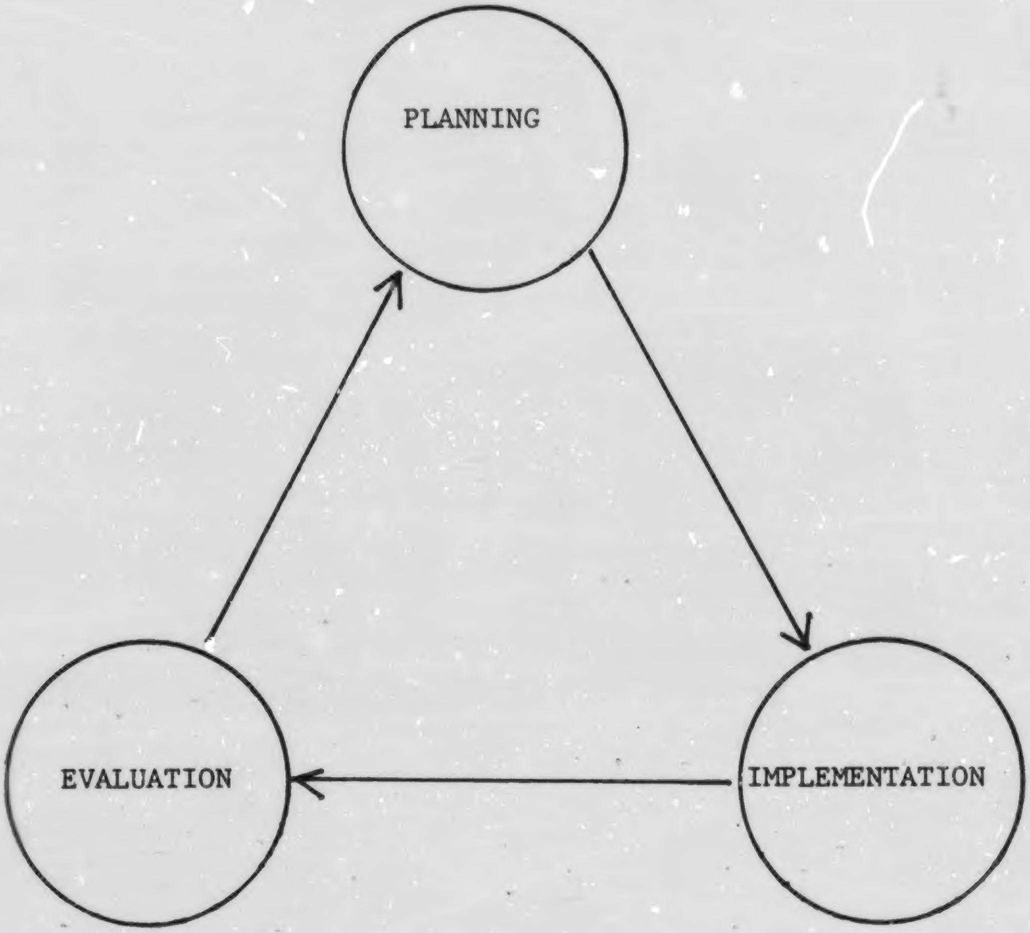
The organization of this handbook, then, follows the planning-implementation-evaluation cycle, with one chapter being designated for each step in the cycle. Three specific methods are employed to aid the reader in using this handbook. First, each chapter is divided into separate sections. Each section represents a structural component of that particular step in the planning-implementation-evaluation cycle. For example, the planning step may be seen as having three components: assessing needs, assessing resources, and identifying objectives. Thus, a section of the chapter on planning is assigned to each of these components. An identical format is used for each of the other chapters.

In some instances, sections of a chapter are composed of even smaller building blocks. These building blocks are referred to as units. Not every section will have units.

The second method used to aid readers' use of the handbook is a cross-referencing system contained in the supplementary resources. The sections and/or chapters are cross-referenced so that users may (1) see the interrelationship among the steps of the cycle and (2) implement the cycle in their particular situation. The supplementary resources appear on the first page of each section and are located in a rectangle in the lower portion of the page. There is a cross-reference in each unit of Chapter III.

FIGURE I-1

PLANNING-IMPLEMENTATION-EVALUATION CYCLE


PLANNING
IMPLEMENTATION
EVALUATION

The third method employed to maximize the utility of this handbook is to identify the procedural and contextual considerations that are associated with each step of the cycle. Procedural considerations refer to the issues related to the administration and operation of the program (e.g., federal and state laws, logistics, personnel, fiscal limitations, etc.). Contextual considerations, on the other hand, refer to those circumstances or facts that pertain uniquely to a particular agency or locality (e.g., users' career guidance needs, evidence of program effectiveness, scope and focus of the program, etc.). Insofar as appropriate and possible, both types of considerations will be covered in each section of each chapter. Because career guidance is not an exact science, however, some sections may not contain references to procedural or contextual considerations.

To summarize, the organization of the handbook will parallel the planning-implementation-evaluation cycle. There will be three additional chapters, one for each step in the cycle. Each chapter consists of one or more sections, and some sections may contain one or more units. The contents of the handbook will be cross-referenced section by section; and most sections will include an enumeration of relevant procedural and contextual considerations.

Two final notes: First, an extensive set of appendices has been included for the reader's use. The contents of these appendices are frequently referred to in the text. Second, an index has also been developed. It is hoped that both the appendices and the index will aid the users of this handbook.

DEFINITIONS

For the purpose of clarity, the following definitions are provided:

> Career: the sequence of occupations and other life roles which combine to express an individual's commitment to work in his or her total pattern of self-development; which includes the paid and unpaid positions held by a person, as well as work-related roles such as those of student, employee, family member, community member, and so on. (Herr & Cramer, 1979)
>
> Career development: those aspects of an individual's experience that are of relevance to personal choice, entry, and progress in educational, vocational, and avocational pursuits. (Herr & Cramer, 1979)

Career guidance: a systematic program of counselor coordinated information and experiences designed to facilitate individual career development and career management. (Herr & Cramer, 1979)

Career guidance programs: a set of developmentally planned experiences in a number of areas such as career planning and decision making, which address the career interests, expectations, and aspirations of all students regardless of race, age, sex, grade level, or occupational choice.

Contextual considerations: those circumstances or facts that uniquely pertain to a particular agency or locality (e.g., users' career guidance needs, evidence of program effectiveness, scope and focus of the program, and so forth).

Procedural considerations: the issues related to the administration and operation of a career guidance program (e.g., federal and state laws, logistics, personnel, fiscal limitations, and so on).

REFERENCES

Bolles, R. N. The three boxes of life. Berkeley, California: Ten Speed Press, 1978.

Herr, E. L., & Cramer, S. H. Career guidance through the life span. Boston: Little, Brown and Company, 1979.

Super, D. E. Career education and the meanings of work. Monographs on Career Education. Washington, D. C.: The Office of Career Education, U. S. Office of Education, 1976.

Planning

EDUCATION
CAREERS

CHAPTER II

PLANNING

INTRODUCTION

Designing and delivering a comprehensive career guidance program is a complex undertaking which requires careful and detailed planning. Although not easy, planning is a logical process which can be learned. Planning is a proactive approach to problem solving. To be successful, planning requires purpose, involvement, direction, and results. A proactive, developmental approach to planning allows planners to respond to present and projected student needs with greater levels of accountability for program outcomes.

The planning phase of the planning-implementation-evaluation cycle may be subdivided into the following components: assessing needs, assessing resources, and setting objectives. Starting with the "assessing needs" component and addressing each component in turn, each is treated in a separate section of this chapter.

Assessing Needs

ASSESSING NEEDS

Career guidance is an integral part of the larger guidance and counseling role within a school. It is an educational function which helps students identify their own skills, competencies, values, and preferences. This identification process is accomplished by helping students to expand their own self-awareness, to establish a base of information about career alternatives, to glean knowledge of educational programs and their relationship to future career possibilities, and to formulate tentative career plans through reality-testing experiences and decision making. Students' involvement in these specific tasks vary from individual to individual, making the task of career guidance personnel difficult. The essence of that difficulty may be phrased as a question: How is it possible for career guidance personnel to be responsive to the career guidance needs of each individual? Our answer to that question is that it is not possible to respond to individual sets of needs unless the needs can be addressed in some systematic and proactive manner.

Career guidance needs may also originate from outside the school district or agency. From time to time federal and state laws, as well as policy statements of the district or agency, mandate career needs. Some recent examples include PL 94-142, PL 94-482, and the various federal nondiscrimination laws. A mandated need is a non-negotiable need and takes precedence over all other needs.

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this Handbook.

Affirmative Action, p. III-9

Anti-Discrimination Laws, p. III-3

Assessing Resources, p. II-25

Bilingual Vocational Education, Appendix A3

Career Resource Centers, Appendix A5

PAGE 2, Appendix A18

Setting Objectives, p. II-89

Sex Equity, Appendix A28

Special Needs Students, Appendix A23

Youth Employment Laws, p. III-137

The task that confronts the career guidance provider is one of determining which needs should be addressed during a specific period of time. In making those determinations, the guidance staff should encourage administrators, teachers, employers, parents, and students to participate in defining local career guidance needs. This is the first step in the needs assessment process, a process that may be conducted either informally or formally.

Informal Assessment

An informal needs assessment may be no more than an individual or a guidance staff meeting to identify the needs of students in their school or agency. This is one way to collect "expert" opinion regarding what outcomes need to be stressed in planning programs for the ensuing year(s). Of course, the greater the number of interest groups represented, the more thorough and comprehensive the identified outcomes will be.

Consideration should be given, even in an informal assessment, to obtaining student input. If an individual is identifying student needs on his/her own, students should be interviewed or "rap" sessions conducted. If a group of people are determining needs, then students should be included in the group. Another possible method for obtaining student input is to develop a survey instrument and administer it to a number of students. Again, this survey can be as simple or as complex as the individual doing the planning decides.

If you plan an informal assessment, be careful to also include representatives from the administration, faculty, and community. That is, involve a spokesperson from each group of people involved in or influenced by your program. This also requires that, before you meet with your needs assessment committee, you decide what questions to ask your group, that you outline your goals, and that you have selected a proper cross-sampling of your population to form a viable needs assessment committee.

You should also pay close attention to how your needs are selected and stated. Do you wish consensus? Do you plan on majority rule? Do you intend to list every need suggested? You must decide how possible limitation on staffing, facilities, and materials available will affect your program. This should not lead to important objectives being abandoned but to realistic parameters being set.

Formal Assessment*

A formal needs assessment is comprised of seven steps: identifying advisory groups, identifying the focus of the assessment, selecting a sample, developing an instrument, administering the instrument, summarizing the results, applying the results to program development. An elaboration of each of these steps follows:

Step 1: Plan and Coordinate with Advisory Groups

The first step in the needs assessment process is gaining approval and support from appropriate groups. In order to conduct an assessment and implement a program, you need the support of administration, other counselors, parents, students, and the community. Acceptance by various subgroups can frequently be obtained by allowing their full participation in making such determinations as:

1. Who will select the areas and define the sample?
2. Who will choose or develop the instrument?
3. Who will be in charge of administration?
4. How and by whom will the data be analyzed?
5. Who needs to be involved at each step and how will communication occur?

Step 2: Identify Areas on Which the Assessment Will Focus

Consideration must be given to the central purpose of the assessment: Will it be comprehensive or focus on only one or two areas? This type of information is needed to facilitate the planning and development process. Remember also that too much data is frequently as impractical as too little.

Step 3: Define and Select the Sample

Bear in mind that the groups which are sampled must be representative. If you are planning a formal needs assessment, and the district has research departments or computer personnel, it is wise to include them at this point. Consideration should be given to what level of response will be considered adequate.

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*Adapted from the Massachusetts Career Guidance Handbook (Boston: Massachusetts Board of Education).

Step 4: Develop the Instruments

The key question is: what needs are not fulfilled? If you plan to do a formal assessment and there is an existing instrument that fully meets your need, use it. Some instruments may be utilized after modification. If an instrument is to be developed from scratch, attention must be given to its form, content, language usage, vocabulary, and development. Be sure to get demographic data regarding all participants: for example, their grade levels, sex, major areas of study, ethnic backgrounds (if applicable), etc. If possible the instrument should be pilot tested before extensive use. Attention should also be given at this point to how the data are to be summarized and reported (refer to Steps 6 and 7 for specifics). Try to limit the number of open-ended questions since they are harder to tabulate. Remember, too, that there is a trade off between length and response rate. Lengthy questionnaires lose client interest, so include only absolutely necessary questions. Example items and instruments may be found in Figures II-2, II-3, and II-4, pp. II-12 through II-23.

Step 5: Administer the "Instrument"

Who will actually administer the "instrument" and how will they be trained? What about scheduling? Attention should be paid to preparing your population for the assessment. The following guidelines will be helpful.

a. Find a location in which all students may be surveyed at one time: for example, during home room periods, during English classes, or large group sessions in the auditorium.

b. Respondents should be told the purpose of the assessment, how they stand to benefit from it, and exactly what is expected from them.

c. Instruct the survey administrators on specifics of the questionnaire and answer all their questions.

d. Give each administrator a ready-made packet with the correct number of questionnaires and answer sheets, written instructions for administration, and #2 pencils (if the answer sheets are to be processed by computer).

e. Be available during the administration to handle last minute questions or problems.

f. Make every effort to thank administrators and respondents for their cooperation in the study.

Step 6: Summarize and Analyze the Data

If you have done a formal assessment, it is advisable to work with your district's computer personnel (if available) to determine the best form and method to use. Errors and omissions at this point are difficult to remedy later. The following four issues need particular attention.

a. The results should be tabulated in a way that makes sense for the people who have to use the results for decision making. In most instances descriptive statistics (e.g., mean scores) and percentages are the most useful. This kind of analysis allows for easy ranking of priorities.

b. In some instances it may be useful to have more sophisticated results. Inferential statistics (e.g., t-tests, chi-square, etc.) are tests to determine statistical significance (probability). While not particularly helpful for local usage, this kind of data is often of use in writing grant applications or articles for professional journals.

c. The data from the needs assessment should be compiled into a concise format that is easily understood. You may wish to present your results on a blank copy of your survey(s). This can then be widely distributed for use in establishing goals.

d. Data may be processed by computer or hand-tabulated depending on your resources and sample size. Clearly one advantage of using the computer is to permit cross-tabulation of results. For example, it might be helpful to look at the results by grade level, by sex, or by race. These kinds of results are obtained easily through rather simple computer programs but are very difficult to obtain through hand-tabulation.

Step 7: Apply the Results to a Definition of the Desired Outcomes

Be sure you consider the full range of results in the decision-making process. You should decide if the data are to be considered as a whole or divided into subgroups (i.e., grade, age, sex, etc.). Prioritize your needs and produce a document reviewing the process and the results. People will want to know how you determined your high priority needs and how your program will achieve these desired outcomes.

A schematic diagram of a needs assessment model is presented in Figure II-1, p. II-9. Many people visualize the process as a very large, time consuming, elaborate, and/or expensive process. Although this can be the case, it does not always have to be. Costs and time demands can be lowered by utilizing an informal rather than a formal needs assessment.

Procedural Considerations

What follows is a list of procedural considerations that career guidance providers need to attend to when designing or conducting a needs assessment. The list is not exhaustive; it serves only as a beginning point.

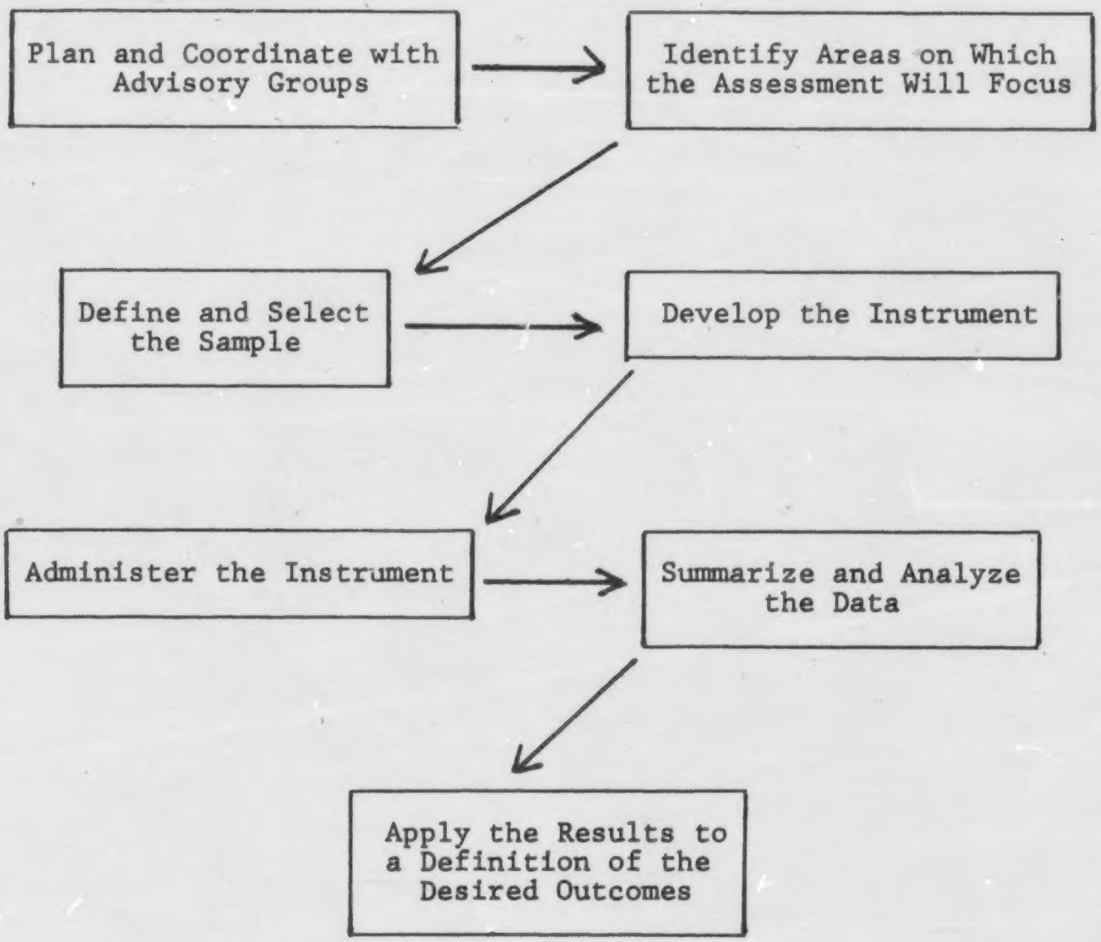
1. Identify federal and state laws that mandate or govern the delivery of career guidance services, the acquisition and use of career guidance materials, and the availability of financial assistance (e.g., PL 94-142; PL 94-482; PL 93-112 section 504).
2. Identify policies of the agency that are related to the delivery of career guidance services.
3. Provide assurance that all special groups served by the agency (e.g., the disadvantaged, handicapped, limited English speaking, etc.) are included in the survey.
4. Adopt an assessment instrument only after answering the following questions:
    a. What kind of information should be solicited?
    b. Who can best provide this information (e.g., students, parents, business people)?
    c. How can the information be collected?
    d. When is the best time to request the information?

Contextual Considerations

Although contextual considerations are treated as completely separate from procedural considerations, that separation is one of convenience for the purpose of this handbook. Experience repeatedly demonstrates that the two are complementary, not independent. Thus, in the list that follows, some duplication may appear. Finally, the list is not exhaustive.

Figure II-1

A NEEDS ASSESSMENT MODEL


Plan and Coordinate with Advisory Groups
Identify Areas on Which the Assessment Will Focus
Define and Select the Sample
Develop the Instrument
Administer the Instrument
Summarize and Analyze the Data
Apply the Results to a Definition of the Desired Outcomes

1. Utilize the most recent program evaluation data available (a) to provide a foundation for the planning process, (b) to identify the effectiveness of existing programs and strategies, and (c) to provide a means for identifying new and emerging needs.

2. Be certain that the needs survey is carried out so that the realities of the community (agency) served are accurately portrayed. Factors to consider in selecting the appropriate needs assessment procedure include:

    - the groups to be involved in the assessment,
    - the focus of the assessment,
    - the expertise of the local staff,
    - the expense in time and money of the assessment, or
    - the amount of disruption in other agency programs.

Examples

Following is a bank of items that can be used in developing career education needs assessments and two sampling needs assessment instruments.

Figure II-2, p. II-13, is an item pool listing approximately seventy items under the following major topics: self-understanding, understanding the world of work, career exploration, decision making, planning, career preparation, and placement. An item pool such as Figure II-2 can be very useful in developing questions to ask students or other populations regarding their needs for career guidance services. Remember that this is a suggested list, and it may be necessary to modify the list based upon local needs, interests, and objectives.

Figures II-3, p. II-17, and II-4, p. II-21, were included because they represent rather sophisticated documents from other states, Missouri and Wisconsin. While both surveys address the topic of career education, the issues involved really cover career guidance. It should be further pointed out that the Missouri document is for students while the Wisconsin survey is addressed to school staff.

Summary

Career guidance programs should address the needs of the people who will participate in those programs. Those programs represent the bridge between theory and reality. Progress across that bridge is tedious and requires continual assessment of the needs of the people involved with the program. A needs assessment which does not result in a plan for change and progress is nothing more than a mechanical exercise. The various types of data collected during a needs analysis can provide the counselor with a picture of "what is" and some solid clue as to "what ought to be."

Figure II-2

Bank of Items for Developing Career Education Needs Assessment Instruments

Self-Understanding

I would benefit from:

1. Help in discovering what activities I can do.
2. Help in discovering what kinds of activities I like and dislike.
3. Opportunities to gain feelings of self-confidence in the things I do.
4. Opportunities to gain feelings of self-confidence about working well with other people.
5. Understanding how my leisure activities and hobbies contribute to my self as a person in career development.
6. Help in discovering what my values are. (What things are important to me.)
7. Help in discovering if I like to work with people/data/things/ideas.
8. Knowledge about human relations skills for effective relationships with fellow workers, friends, and family members.
9. Learning about my personality and how it relates to possible careers.
10. Knowing myself and taking responsibility for self and career decisions.
11. Help in discovering what activities give me the most self-satisfaction.
12. Information about family living and how one's personal life is related to job performance.
13. Help in learning to get along well with persons at home and at work.
14. Opportunities to talk to the following people about myself or things I worry about:

    Mother or female guardian
    Father or male guardian
    Teacher
    School counselor
    Other

Figure II-2 (Continued)

Understanding the World of Work

I would benefit from:

1. Awareness that one person has many kinds of careers.
2. Awareness of increasing equal opportunities in the world of work regardless of sex or race.
3. Help in learning about the different job families or career clusters.
4. Help in learning how my school subjects will be useful in the world outside of school.
5. Help in understanding the economic system of the United States.
6. Help in understanding the importance of rules and regulations at school and at work.
7. Awareness of the importance of good work habits.
8. Help in learning what work means to different people and their attitudes about their jobs.
9. Awareness that I may be suited for more than one career.
10. Help in understanding the different levels of responsibility in my career area from entry level to upper management.
11. Awareness of the importance of preparing for a group of related jobs as well as for a specific job.
12. Help in realizing the importance of planning my career rather than leaving it to chance.
13. Help in identifying factors that cause the work environment to change.
14. Learning about the influences of labor management, government, and public opinion on the nature of structure of work.
15. Help in learning why and how workers cooperate among themselves and with their employers.
16. Specific information about a wide variety of possible careers.
17. Learning how work can meet my personal needs as well as those of society.
18. Information about how all occupations contribute to society.
19. Information about how various jobs interrelate.

Figure II-2 (Continued)

20. Learning how the needs of society have created jobs.

21. Learning how job specialization makes workers dependent upon each other.

Career Exploration, Decision Making, Planning

I would benefit from:

1. Resources in the IMC or Career Center about various careers in which I am interested.

2. Information about a specific job in which I am interested.

3. Information about how occupations I might choose will most likely affect my lifestyle.

4. Encouragement to explore non-traditional occupations that were formerly limited to members of one sex or ethnic group.

5. Information about available resources to assist me in deciding on a career goal.

6. Opportunities to take field trips to visit workers on the job or have workers come speak to us.

7. Information about educational and training requirements and opportunities for the job in which I am interested.

8. Help in matching my interests and abilities with possible career choice areas.

9. Information on how to relate my specific skills/interests to a range of related occupations.

10. Opportunities to actually "try out" a particular job in which I am interested.

11. Co-op or work-study part-time work experiences to get on-the-job experience.

12. Information about available resources in the IMC or Career Center.

13. Help in discovering what activities I can do better than others.

14. Opportunities to play games/view films and filmstrips/read items and other learning activities to help me explore a wide variety of jobs.

Figure II-2 (Continued)

Career Preparation, Placement

I would benefit from:

1. Preparation for a "next step" beyond high school, in either a job or further education.
2. Assistance in adjusting my career plans based on new information about myself and available opportunities.
3. Help in making realistic career plans.
4. Opportunities to prepare myself for leisure time activities as an adult.
5. Help in planning a meaningful and satisfying life.
6. Help in becoming aware of expectations employers will have of me and/or further educational programs.
7. Opportunities in school to learn vocational and academic skills that I will need for my chosen career.
8. Assistance in choosing school courses that will relate to my chosen career area.
9. Information about financial aids to attend various educational and training institutions.
10. Information about specific resources for persons with special needs (such as handicapped, disadvantaged, minority status).
11. Information about how to change careers in my life.
12. Information about current and future trends in the job market.
13. Learning how to write a resume, fill out job application forms, and conducting myself in an interview.
14. Knowledge about how to find, get, and keep a job.
15. Assistance in finding a job upon completion of my educational program.
16. Information about Job Service and other placement aids.
17. Help in improving my decision-making ability.
18. Help and/or influence about possible career choices from the following people or resources:
    a. father or male guardian
    b. mother or female guardian

Figure II-2 (Continued)

c. brothers, sisters, or other relatives
d. friends
e. coaches of teams I have been on
f. minister, priest, or rabbi
g. teachers
h. school counselors
i. private counselors outside of school
j. books with the information I needed
k. audio/visual aids like tape recordings, films, or computers
l. college catalogues
m. persons in the occupation or at a school I am considering
n. TV shows, movies, or magazines

19. Competency in the basic skills of reading, writing, and mathematics which apply to almost all jobs and everyday life.

Figure II-3

Missouri Career Education Needs Assessment/Senior High School Student Survey

____
School Name

MISSOURI CAREER EDUCATION NEEDS ASSESSMENT
SENIOR HIGH SCHOOL STUDENT SURVEY (Grades 10, 11, 12)

Compiled and developed by
Thomas J. Arni, Carolyn Magnuson, William C. Sparks, and Marion Starr

This survey is designed to help us in planning our schools' Career Education program. Your ideas about what should be included in the program are important. Please complete the questionnaire with your own needs in mind.

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

In the left column please fill in the circle to indicate the degree to which you feel each condition should exist in the school program.
In the right column please fill in the circle to indicate the degree to which you feel each condition actually exists in the school program.

Should Exist In Schools

1 Stated condition should not exist at all
2 Stated condition should exist to a slight extent
3 Stated condition should exist to a moderate extent
4 Stated condition should exist to a fairly large extent
5 Stated condition should exist to a very large extent

Please fill in the circles to indicate your Grade and Sex.

○ 10 ○ 11 ○ 12

○ Male ○ Female

Actually Exists In Schools

1 Stated condition does not exist at all
2 Stated condition exists to a slight extent
3 Stated condition exists to a moderate extent
4 Stated condition exists to a fairly large extent
5 Stated condition exists to a very large extent

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	1. to be able to resolve value conflicts with adults, e.g., parents/teachers.	①	②	③	④	⑤
①	②	③	④	⑤	2. to more easily tell others what they think and how they feel.	①	②	③	④	⑤
①	②	③	④	⑤	3. to know how to handle pressure from kids their own age.	①	②	③	④	⑤
①	②	③	④	⑤	4. to understand the advantages and disadvantages of jobs.	①	②	③	④	⑤
①	②	③	④	⑤	5. to understand and appreciate the importance of work on their lives.	①	②	③	④	⑤
①	②	③	④	⑤	6. to develop a personalized plan for life-long physical fitness.	①	②	③	④	⑤
①	②	③	④	⑤	7. to know the general daily activities that are performed on various jobs.	①	②	③	④	⑤
①	②	③	④	⑤	8. to know how their values affect their occupational choice.	①	②	③	④	⑤
①	②	③	④	⑤	9. to save money for the things they need and/or want.	①	②	③	④	⑤
①	②	③	④	⑤	10. to learn how to adapt to change.	①	②	③	④	⑤
①	②	③	④	⑤	11. to take responsibility for exploring alternatives when their plans are changed.	①	②	③	④	⑤

Figure II-3 (Continued)

Should Exist In Schools							Actually Exists In Schools				
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent		Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	12.	to develop a working knowledge of insurance and taxes.	①	②	③	④	⑤
①	②	③	④	⑤	13.	to be able to apply for a job both in writing and in person.	①	②	③	④	⑤
①	②	③	④	⑤	14.	to improve their relationships with adults.	①	②	③	④	⑤
①	②	③	④	⑤	15.	to know what they do that affects the way others view them.	①	②	③	④	⑤
①	②	③	④	⑤	16.	to be able to talk with someone when they have a problem.	①	②	③	④	⑤
①	②	③	④	⑤	17.	to get less "uptight" when things go wrong.	①	②	③	④	⑤
①	②	③	④	⑤	18.	to recognize occupational stereotyping.	①	②	③	④	⑤
①	②	③	④	⑤	19.	to know how to become involved in community groups.	①	②	③	④	⑤
①	②	③	④	⑤	20.	to know what leisure and recreational activities best fit their interests and skills.	①	②	③	④	⑤
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent		Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	21.	to know the specific characteristics of various jobs, such as pay, training required, work hours, opportunity for advancement, vacation, and demand for the job.	①	②	③	④	⑤
①	②	③	④	⑤	22.	to know how their values affect their lives.	①	②	③	④	⑤
①	②	③	④	⑤	23.	to set goals they can achieve.	①	②	③	④	⑤
①	②	③	④	⑤	24.	to know how to re-assess and re-evaluate their goals.	①	②	③	④	⑤
①	②	③	④	⑤	25.	to take responsibility for developing plans that will help them reach their educational and/or occupational goals.	①	②	③	④	⑤
①	②	③	④	⑤	26.	to know exactly what is expected of them in class.	①	②	③	④	⑤
①	②	③	④	⑤	27.	to know how to use all banking services.	①	②	③	④	⑤
①	②	③	④	⑤	28.	to learn more about requirements for various educational and training opportunities.	①	②	③	④	⑤
①	②	③	④	⑤	29.	to be able to arrange for and participate in job interviews.	①	②	③	④	⑤

Figure II-3 (Continued)

Should Exist In Schools							Actually Exists In Schools				
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent		Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	30.	to know how to use standard job reference materials, such as The Occupational Outlook Handbook, The Dictionary of Occupational Titles, and The Encyclopedia of Careers.	①	②	③	④	⑤
①	②	③	④	⑤	31.	to know how to make decisions about school problems.	①	②	③	④	⑤
①	②	③	④	⑤	32.	to focus on occupations that make use of their personal talents.	①	②	③	④	⑤
①	②	③	④	⑤	33.	to understand the influence of sex-role stereotyping at home, school, and work.	①	②	③	④	⑤
①	②	③	④	⑤	34.	to know how to use their time better so they have time to do whatever they choose.	①	②	③	④	⑤
①	②	③	④	⑤	35.	to know how to get along in social situations as well as work situations.	①	②	③	④	⑤
①	②	③	④	⑤	36.	to take action toward solving their own problems.	①	②	③	④	⑤
①	②	③	④	⑤	37.	to know how to change things about themselves that they do not like.	①	②	③	④	⑤
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent		Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	38.	to talk more easily with their families.	①	②	③	④	⑤
①	②	③	④	⑤	39.	to better understand how to give and receive friendship.	①	②	③	④	⑤
①	②	③	④	⑤	40.	to develop a flexible life career plan.	①	②	③	④	⑤
①	②	③	④	⑤	41.	to understand the interest costs of credit purchases & installment buying.	①	②	③	④	⑤
①	②	③	④	⑤	42.	to develop an appreciation of how all occupations and workers are important to our community.	①	②	③	④	⑤
①	②	③	④	⑤	43.	to improve their understanding of what they read.	①	②	③	④	⑤
①	②	③	④	⑤	44.	to get along with peers better.	①	②	③	④	⑤
①	②	③	④	⑤	45.	to know which courses are appropriate to their life career goals.	①	②	③	④	⑤
①	②	③	④	⑤	46.	to develop effective study skills.	①	②	③	④	⑤
①	②	③	④	⑤	47.	to know how to find and use the various resources available to them when looking for a job.	①	②	③	④	⑤

Figure II-3 (Continued)

Should Exist In Schools						Actually Exists In Schools				
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	48. to develop close and lasting friendships.	①	②	③	④	⑤
①	②	③	④	⑤	49. to understand how their feelings affect their behavior with others.	①	②	③	④	⑤
①	②	③	④	⑤	50. to learn how to express their feelings instead of keeping them to themselves.	①	②	③	④	⑤
①	②	③	④	⑤	51. to know how to stand up for their beliefs.	①	②	③	④	⑤
①	②	③	④	⑤	52. to understand how different occupations are dependent upon each other.	①	②	③	④	⑤
①	②	③	④	⑤	53. to be able to solve conflicts between their parents' expectations and peer pressures.	①	②	③	④	⑤
①	②	③	④	⑤	54. to develop life-long recreational interests that will make their leisure time enjoyable.	①	②	③	④	⑤
①	②	③	④	⑤	55. to determine whether their interests, values, abilities match those needed in various jobs.	①	②	③	④	⑤

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	56. to become aware of occupational training offered in their high interest areas.	①	②	③	④	⑤
①	②	③	④	⑤	57. to be able to make decisions as they study life career possibilities.	①	②	③	④	⑤
①	②	③	④	⑤	58. to develop plans which will help them reach their educational and occupational goals.	①	②	③	④	⑤
①	②	③	④	⑤	59. to consider alternatives available to them after completion of high school.	①	②	③	④	⑤
①	②	③	④	⑤	60. to take responsibility for developing attitudes and behaviors that will help them reach their goals.	①	②	③	④	⑤
①	②	③	④	⑤	61. to improve their ability to take notes in class.	①	②	③	④	⑤
①	②	③	④	⑤	62. to know services available to them in their community.	①	②	③	④	⑤
①	②	③	④	⑤	63. to know how much education and training will be needed for the occupation they plan to enter.	①	②	③	④	⑤
①	②	③	④	⑤	64. to know what habits and attitudes employers like.	①	②	③	④	⑤

Figure II-4

Wisconsin Career Education Needs Assessment

DIRECTIONS: Use a pencil and mark all of your responses on the answer sheet that is provided. Do not write on this form. At the top of the answer sheet, write the name of your school and city, the date and the number PI-Q-75 that appears in the upper right hand corner of this page. Read each statement carefully. On the answer sheet, darken the 0 under the number which represents how much you need the career education opportunity described in the statement.

If you have No Need for the opportunity described, darken the 0 under "1" NN=1
If you are Undecided about your need for the opportunity described, darkent the 0 under "2" U=2
If you have Little Need for the opportunity described, darken the 0 under "3" LN=3
If you have a Moderate Need for the opportunity described, darken the 0 under "4" MN=4
If you have a High Need for the opportunity described, darken the 0 under "5" HN=5

	1	2	3	4	5
EXAMPLE: Our students need information about applying for a job.	0	0	0	0	●

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
• Our students need help (from school and community) to:					
1. develop effective decision-making skills.	1	2	3	4	5
2. become aware of how they can apply their skills to related jobs rather than being limited to only one.	1	2	3	4	5
3. develop positive attitudes toward themselves, school and work.	1	2	3	4	5
4. relate what they learn to occupations.	1	2	3	4	5
5. develop an appreciation for the personal, social, and economic significance of work.	1	2	3	4	5
6. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	1	2	3	4	5
7. become aware of the many occupational options open to them.	1	2	3	4	5
STOP HERE IF YOU TEACH GRADE 6 OR BELOW. GO TO NUMBER 18 AND COMPLETE THE SURVEY.					
8. consider how their career choice may affect their lifestyle.	1	2	3	4	5
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1	2	3	4	5
10. become aware of current and future trends in the job market.	1	2	3	4	5
11. develop an understanding of expectations that employers and higher educational institutions will have of them.	1	2	3	4	5
12. develop an understanding and appreciation of our economic system.	1	2	3	4	5
13. develop a flexible career plan.	1	2	3	4	5
14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	1	2	3	4	5
15. learn how to get, hold, and advance on a job.	1	2	3	4	5

(please turn to the other side)

Figure II-4 (Continued)

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	1	2	3	4	5
17. secure employment if they choose to do so.	1	2	3	4	5
• In order to provide career education for students, as a teacher I need:					
18. coordination of career education efforts within our school system.	1	2	3	4	5
19. a policy statement from the Board of Education supporting career education.	1	2	3	4	5
20. cooperation of teachers in integrating career education with the school curriculum.	1	2	3	4	5
21. adequate evaluation systems for career education efforts.	1	2	3	4	5
22. assistance in identifying school and community resources for career education.	1	2	3	4	5
23. a system for cataloguing, locating, and utilizing available career education resources.	1	2	3	4	5
24. planned conferences for administrators, and counselors to develop local career education materials.	1	2	3	4	5
25. released time for teachers, administrators, and counselors to develop local career education materials.	1	2	3	4	5
26. a local needs assessment for career education.	1	2	3	4	5
27. a local plan for career education.	1	2	3	4	5
28. communication and cooperation between school and community to facilitate career education.	1	2	3	4	5
29. inservice training for school staff concerning career education.	1	2	3	4	5
30. motivation to use career education strategies to improve guidance and instruction.	1	2	3	4	5
31. a program of "testing" as one way to help students identify their interests and abilities.	1	2	3	4	5
32. adequate communications between state agencies and local schools and communities.	1	2	3	4	5
33. adequate communications between teacher and counselor training institutions and local school district.	1	2	3	4	5
34. career education for all students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.	1	2	3	4	5

(please go on to next page)

Figure II-4 (Continued)

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
35. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	1	2	3	4	5
• In order to provide career education for students, as a counselor I need:					
36. suggestions and examples showing application of career education strategies in each subject area.	1	2	3	4	5
37. opportunities for teachers of like grade level or discipline to share what they are doing in career education.	1	2	3	4	5
38. follow-up activities to see where our students are 1 and 5 years after graduation.	1	2	3	4	5
39. teacher support for career education efforts.	1	2	3	4	5
40. administrative support for career education efforts.	1	2	3	4	5
41. parent support for career education efforts.	1	2	3	4	5
42. community support for career education efforts.	1	2	3	4	5
43. counselor support for career education efforts.	1	2	3	4	5

- Darken the 0 under the number on the answer sheet that corresponds to your response on the following items:

44. With which grade levels are you primarily involved?

1. K-3
2. 4-6
3. 7-9
4. 10-12
5. all of the above
6. VTAE institute or 2-year college
7. 4-year college/university

45. How many years of counseling experience do you have?

1. first year
2. 2-3
3. 4-5
4. 6-10
5. 10-15
6. more than 15

46. Please write other needs, comments, suggestions and concerns about career education at the bottom of the answer sheet.

Thank you for responding. Please return the completed answer sheet in the enclosed postage-paid envelope to:
Career Education Supervisor
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by: ______________________
(date)

Setting Objectives

ASSESSING RESOURCES

It may be said that a career guidance program is as strong as its collection of career resource information. The purpose of this section of Chapter II is to present a list of resources that can be utilized throughout the State. What follows is a directory of career guidance resources in Illinois. The directory is divided into two parts: organizations and publications. The resources identified within these two parts of the directory present information that may prove beneficial.

The contents of the section are presented as follows: First, a matrix of organizations by services (Figure II-5, p. II-27), is presented. The matrix provides a quick guide to career guidance services that are available through selected state and regional organizations. The matrix is followed by an annotated listing (Figure II-6, p. II-33) of the organizations listed in the matrix. The pattern is repeated for publications (Figures II-7, p. II-54, and II-8, p. II-62).

Some cautions need to be mentioned. First, the matrix is not exhaustive. Organizations and publications that are not identified here may be known to you. If so, feel free to add those to the matrix. An additional page has been provided for this purpose. Second, because of funding or other factors, some agencies may no longer exist, have a change of name, or for some other reason may not

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this Handbook.

Affirmative Action, p. III-9

Anti-Discrimination Laws, p. III-3

Career Resource Centers, Appendix A5

Computer Assisted Guidance, P. III-121

East Central Network, Appendix A10

Illinois Resource and Dissemination Network, Appendix A13

Interest Inventories, p. III-113

Sex Equity, Appendix A28

Special Needs Students, Appendix A23

not be contacted. Third, the organizations and publications listed do not necessarily have the endorsement of the Illinois State Board of Education. Finally, many of the organizations have local offices which could be contacted rather than contacting a state or regional office. Check the local telephone directory to determine the availability of local offices.

Figure II-5

MATRIX OF AGENCIES & ORGANIZATIONS FOR CAREER GUIDANCE RESOURCES

SERVICES

NOTE: More detailed information about each agency and organization is available in Figure II-6.	Assistance (consulting, speaking, workshops, models, techniques, etc.)	Career Guidance/Personal Counseling/Advising	Employment (and work-experience training programs)	Financial Aid	Legal (materials, advice, programming)	Publications/Resources	Testing Services/ Materials	Bilingual Services*	Racial & Ethnic Minority/ Cultural Integration Serv.*	Handicapped People's Services*	Women's Services*	Other (for more information, see Figure II-6)	Type of Resource: G = Government; P = Private
RESOURCES													
Department of Adult, Vocational & Technical Education	X					X	X	X	X	X	X	X	G
American Association for Affirmative Action (AAAA)	X				X						X	X	P
American Diabetes Association (ADA)	X					X				X		X	P
Bilingual Vocational Education Project	X	X	X		X	X	X	X	X				G
B'nai B'rith Career and Counseling Services	X	X				X	X		X			X	P
B'nai B'rith Youth Organization (BBYO)	X	X	X			X			X		X	X	P
Boy's Club of America (BCA)	X					X			X			X	P
Boy Scouts of America (BSA)	X		X						X			X	P
Bureau of Apprenticeship and Training (BAT)	X		X			X						X	G
Camp Fire Girls (CFG)	X		X			X		X	X	X	X	X	P
Career Guidance Center Network	X	X			X	X	X	X	X	X	X	X	G
Illinois Community College Board	X					X		X	X	X	X	X	G
Comprehensive Employment & Training Act (CETA)	X	X	X	X		X	X	X	X	X	X	X	G
Congress of Racial Equality (CORE)	X			X	X	X			X			X	P

* represents career guidance services, e.g., facilities, assistance, programming, publications, and so forth, that are available from each agency or organization.

Figure II-5

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SERVICES

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RESOURCES	Assistance (consulting, speaking, workshops, models, techniques, etc.)	Career Guidance/Personal Counseling/Advising	Employment (and work-experience training programs)	Financial Aid	Legal (materials, advice, programming)	Publications/Resources	Testing Services/ Materials	Bilingual Services*	Racial & Ethnic Minority/ Cultural Integration Serv.*	Handicapped People's Services*	Women's Services*	Other (for more information, see Figure II-6)	Type of Resource: G = Government; P = Private
Co-Ordinating Council for Handicapped Children	X					X				X			P
Curriculum Publications Clearinghouse	X					X	X	X	X	X	X		G
Council for Exceptional Children	X					X				X			P
Cystic Fibrosis Foundation	X					X				X		X	P
Illinois Department of Public Aid	X			X	X	X			X	X	X	X	G
Department of Rehabilitation Services (DORS)	X	X	X	X	X	X	X	X	X	X	X	X	G
Distributive Education Clubs of America (DECA)	X	X	X	X	X	X	X	X	X	X	X	X	P
Easter Seal Society of Illinois	X					X				X		X	P
East Central Network and Vocational Curriculum Center	X					X	X	X	X	X	X		G
Epilepsy Foundation of America (EFA)	X			X	X	X				X		X	P
Equal Employment Opportunity Commission (EEOC)	X		X		X			X	X	X	X		G
National 4-H Council	X		X			X		X	X	X	X	X	P
Future Business Leaders of America (FBLA)	X	X	X			X	X	X	X	X	X	X	P
Future Farmers of America (FFA)	X		X			X						X	[illegible]

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Future Homemakers of America (FHA)	X	X	X		X			X	X	X	X	X	P
Girls' Clubs of America, Inc. (GCA)	X					X					X	X	P
Girl Scouts of the USA (GS)	X	X	X			X					X	X	P
Illinois Association of the Deaf (IAD)	X					X				X		X	P
Illinois Bureau of Employment Security	X	X				X	X	X	X	X	X	X	G
Illinois Federation of the Blind, Inc. (IFB)	X				X	X	X			X		X	P
Illinois Occupational Information Coord. Committee												X	G
Illinois Resource and Dissemination Network (IRDN)	X					X						X	G
Illinois Regional Library for the Blind & Physically Handicapped	X					X				X		X	G
Illinois Registry of Interpreters for the Deaf (IRID)	X					X				X		X	P
Illinois Spina Bifida Association (ISBA)	X	X			X	X				X		X	P
Illinois State Scholarship Commission (ISSC)	X			X		X						X	G
Immigration and Naturalization Services	X				X			X				X	G
Internal Revenue Service (IRS)	X		X		X							X	G

*represents career guidance services, e.g., facilities, assistance, programming, publications, and so forth, that are available from each agency or organization.

Figure II-5

MATRIX OF AGENCIES & ORGANIZATIONS FOR CAREER GUIDANCE RESOURCES

SERVICES

RESOURCES

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Job Service of Illinois	X	X	X			X	X	X	X	X	X		G
Junior Achievement (JA)	X		X			X						X	P
League of United Latin American Citizens (LULAC)	X					X			X			X	P
League of Women Voters of Illinois (LWVI)	X				X	X					X		P
Midwest College Placement Association (MCPA)	X					X						X	P
Ministry of Criminal Justice (MCJ)	X	X			X	X						X	P
Muscular Dystrophy Association (MDA)	X					X				X		X	P
National Alliance of Business (NAB)	X	X	X			X							P
National Assn. for the Advancement of Colored People (NAACP)	X				X	X			X				P
National Association for Industry-Education Cooperation (NAIEC)	X					X						X	P
National Center for Research in Vocational Education	X					X	X	X	X	X	X		G
National Organization for Women (NOW)	X	X			X	X					X		P
National Spinal Cord Injury Foundation	X	X				X				X		X	P

*represents career guidance services, e.g., facilities, assistance, programming, publications, and so forth, that are available from each agency or organization.

Figure II-5

MATRIX OF AGENCIES & ORGANIZATIONS FOR CAREER GUIDANCE RESOURCES

SERVICES

RESOURCES

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Specialized Educational Services Department	X					X				X		X	G
Technical Assistance & Dissemination Network: Illinois Special Needs Populations	X					X				X			G
Illinois Department of Veterans Affairs	X			X		X						X	G
Women's Lobby	X				X	X					X		P
Work Experience Career Exploratory Program (WECEP)		X	X			X		X	X	X	X		G
Young Men's Christian Association (YMCA)	X	X	X	X	X	X		X	X	X	X	X	P
Young Women's Christian Association (YWCA)	X	X	X			X		X	X	X	X	X	P

* represents career guidance services, e.g., facilities, assistance, programming, publications, and so forth, that are available from each agency or organization.

Figure II-5

MATRIX OF AGENCIES & ORGANIZATIONS FOR CAREER GUIDANCE RESOURCES

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RESOURCES

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*represents career guidance services, e.g., facilities, assistance, programming, publications, and so forth, that are available from each agency or organization.

FIGURE II-6

LIST OF ORGANIZATIONS

DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION (DAVTE)

Illinois State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-4870

The Department of Adult, Vocational and Technical Education, one of a number of departments within the Illinois State Board of Education, is designated to administer federal and state revenues to provide all citizens with educational opportunities in (1) vocational-technical education, (2) career education, (3) adult education, and (4) comprehensive training under the Comprehensive Employment and Training Act (CETA).

AMERICAN ASSOCIATION FOR AFFIRMATIVE ACTION (AAAA)

Administration Building, Room 210
Ball State University
Muncie, Indiana 47306
(317) 285-5162

The AAAA promotes the implementation of affirmative action and equal opportunity in both employment and education on a nationwide basis. One of its purposes is to serve as a formal liaison with federal, state, and local agencies involved with equal opportunity compliance in employment and education.

AMERICAN DIABETES ASSOCIATION (ADA)

Greater Chicago & Northern Illinois Affiliate
620 North Michigan Avenue
Chicago, IL 60611
(312) 943-8668

Downstate Illinois Affiliate
3172 Redlich Drive
Decatur, IL 62521
(217) 422-8228

This organization consists of physicians and individuals in related scientific areas whose main interest is in diabetes mellitus. The purposes of the ADA are the following:

AMERICAN DIABETES ASSOCIATION
(ADA) (continued)

to promote a forum for the free exchange of knowledge about diabetes mellitus; to improve standards of treatment; to encourage medical research by both individuals and institutions; to educate the public in the advantages of early recognition and treatment of the disease; to disseminate up-to-date information to the general public; and to help diabetic patients gain a better understanding of their disease through improved educational methods. Funds are available for investigation.

BILINGUAL VOCATIONAL EDUCATION PROJECT

500 South Dwyer
Arlington Heights, IL 60005
(312) 870-4150

The Bilingual Vocational Education Project is a resource center funded through the Department of Adult, Vocational and Technical Education. It provides consultative services, workshops, resource referrals, and materials which are especially helpful to persons with limited English proficiency (LEP). Funding for serving LEP in vocational education is available through both state and federal funds. For further information, refer to Appendix A3.

B'NAI B'RITH CAREER AND COUNSELING SERVICES

8 South Michigan Avenue
Chicago, IL 60603
(312) 368-0104

National Office: 1640 Rhode Island Avenue, N.W.
Washington, D. C. 20036
(202) 393-5284

This organization conducts occupational and educational research and engages in a broad publications program. It also provides direct guidance services through regional offices, which in some instances are operated in conjunction with local Jewish Vocational Service Agencies. The organization has a speakers' bureau.

B'NAI B'RITH YOUTH ORGANIZATION (BBYO)

8 South Michigan Avenue
Chicago, IL 60603
(312) 583-4008

National Office: 1640 Rhode Island Ave., N.W.
Washington, D. C. 20036
(202) 857-6585

Or contact the local affiliate.

BBYO is a Jewish youth organization with members from orthodox, conservative, and reform backgrounds. It offers graduate training in social work in return for future work commitment in the organization. It provides speakers, career counseling, internship (volunteer) programs, women's seminars, research, and publications.

BOY'S CLUB OF AMERICA (BCA)

National Office: 771 First Avenue
New York, NY 10017
(212) 557-7755

Or contact the local affiliate.

This program is designed to enhance and enrich the lives of disadvantaged youth by providing character development opportunities in the areas of physical, educational, recreational, social, vocational, and leadership training.

BOY SCOUTS OF AMERICA (BSA)

National Office: P.O. Box 61030
Dallas/Fort Worth Airport Station
Dallas, TX 75261

Or contact the local affiliate.

The Boy Scouts of America provides activities for young people which include social, recreational, outdoor, and citizenship training, and mental and physical fitness. The Explorers for young people ages 14-21 focuses on vocational development, as well as social and outdoor skills.

BUREAU OF APPRENTICESHIP AND TRAINING (BAT)

7th Floor
230 Dearborn Street
Chicago, IL 60604
(312) 793-5020

The BAT is the registering agency for apprenticeship programs in Illinois. There are two types of apprenticeship programs. A Registered program follows the rules and regulations of, and is registered with, the Bureau of Apprenticeship and Training (BAT) of the U. S. Department of Labor. The Non-registered programs are not registered with BAT; therefore, they do not necessarily meet the minimum requirements of the governmental agencies.

CAMP FIRE GIRLS (CFG)

National Office: 4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950

Or contact the local affiliate.

This organization is for girls and boys up to 21 years of age. Its activities focus on learning by doing, and promoting a positive self-image. It provides speakers, training programs, and workshops; volunteer work experience projects; publications; bilingual programs for young girls; activities for the development of cultural and ethnic pride; women's groups; and integration of handicapped services. One section of the organization is for mentally retarded youngsters.

CAREER GUIDANCE CENTER NETWORK

Special Programs Section
100 North First Street
Springfield, IL 62777
(217) 782-5098

The Illinois State Board of Education, Department of Adult, Vocational and Technical Education, initiated the establishment of nineteen career guidance centers in January 1978. The centers are available to provide consultants and other resources to meet inservice needs. They are located throughout Illinois, and provide a variety of career guidance services to all local educational agencies, both public and private universities and colleges, as well as other public and private agencies involved in career guidance and to out-of-school youth and adults. For further information, refer to Appendix A4.

ILLINOIS COMMUNITY COLLEGE BOARD

Baptist Building
3085 Stevenson Drive
Springfield, IL 62703
(217) 786-6000

This Board is instrumental in the administration of a statewide system of community colleges which serves a diverse population. The state community college system has 51 college campuses governed by 39 elected district boards.

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA) OF 1973

Governor's Office of Manpower and Human Development
320 West Washington
Springfield, IL 62706
(217) 782-1730

CETA authorizes a combination of programs which are designed to provide specific employment and training service needed to prepare and place eligible individuals in unsubsidized employment. Local CETA programs are also to provide maximum feasible coordination of CETA plans, programs, and activities such as vocational education, vocational rehabilitation, public assistance, self-employment training, and social service programs. For further information, see Appendix A6.

CONGRESS OF RACIAL EQUALITY (CORE)

1916-38 Park Avenue
New York, NY 10037
(212) 694-9300

CORE is a black nationalist organization whose philosophy is based on the tenets of Black Nationalism as expounded by Marcus Garvey and his progenitors. It looks to Africa, the fatherland, for inspiration, and seeks the right of black people to govern themselves in those areas which are demographically and geographically defined as theirs. This organization conducts research, maintains speakers' bureau, and bestows awards.

CO-ORDINATING COUNCIL FOR HANDICAPPED CHILDREN

407 South Dearborn
Chicago, IL 60605
(312) 939-3513

The Council offers information on special education services and how to obtain them.

COUNCIL FOR EXCEPTIONAL CHILDREN

1920 Association Drive
Reston, VA 22091
(703) 620-3660

This organization's concern is those young people who, because their instructional needs are significantly different from the average, require special services and teachers. Types of children with whom the Council is concerned are the mentally gifted as well as those with mental and physical handicaps-

CURRICULUM PUBLICATIONS CLEARINGHOUSE

Western Illinois University
47 Horrabin Hall
Macomb, IL 61455
(800) 322-3905

The Curriculum Publications Clearinghouse is operated by Western Illinois University through a funding agreement with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, for the purpose of providing state-developed curriculum materials on a cost-recovery basis. The CPC also is the Illinois distributor of V-TECS and AAVIM materials. Write to the Curriculum Publications Clearinghouse to be put on their mailing list for notice of future publications.

CYSTIC FIBROSIS FOUNDATION

6000 Executive Blvd., Suite 309
Rockville, MD 20852
(301) 881-9130

Or contact the local or regional chapter.

The Foundation supports research, professional and public education, and care centers to help children and young adults with cystic fibrosis (CF), a respiratory disease. More than 120 care centers are affiliated with the Foundation. These provide aid for lung-damaging disorders and gastrointestinal diseases of children as well as for CF.

ILLINOIS DEPARTMENT OF PUBLIC AID

316 South Second Street
Springfield, IL 62762
(217) 782-6716

The Department of Public Aid provides services and assistance to alleviate poverty in the State of Illinois. Since maintaining and strengthening of the family unit is of principal consideration, programs are designed to encourage recipients to become self-supporting and self-directed. Educational and training programs are provided for residents unable to maintain a livelihood compatible with health and well being due to unemployment or illness. See Appendix A21.

DEPARTMENT OF REHABILITATION SERVICES (DORS)

DORS Public Information Office
623 East Adams Street
Springfield, IL 62705
(312) 793-5000

The Department of Rehabilitation Services is the total rehabilitation services provider offering physical/mental/sensory restoration, education, training, and job placement services to disabled children, youth, and adults. Some clients may have a vocational goal; others may not. See Appendix A22 for further information.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)

National Office: 1908 Association Drive
Reston, VA 22091
(703) 860-5000

DECA's focus is on fostering the development of future leaders in marketing and distribution. Services are available for both high school and junior college men and women. Leadership development is its primary function, although services are also provided for consumer education, community and civic consciousness projects, and social skills.

EASTER SEAL SOCIETY OF ILLINOIS FOR
CRIPPLED CHILDREN AND ADULTS

2715 South Fourth Street
P. O. Box 1767
Springfield, IL 62705
(217) 525-0398

Local affiliates, not the state office, offer direct services. Contact the state office for locations. The Easter Seal Society works with other voluntary and governmental agencies to supply support services for the handicapped. The Society publishes and distributes information on the needs and existing services and on medical and professional activities related to rehabilitation. Operates Easter Seal Research Foundation.

EAST CENTRAL NETWORK/ILLINOIS
VOCATIONAL CURRICULUM CENTER

Sangamon State University
Springfield, IL 62708
(217) 786-6375; (800) 252-8533

This Center is a clearinghouse for information regarding vocational curricula and will provide inservice, bibliographies, and free-loan materials to vocational educators on request. It is a regional center funded by the Federal Department of Education. For more information, see Appendix A10. (formerly East Central Curriculum Management Center)

EPILEPSY FOUNDATION OF AMERICA (EFA)

6 North Michigan Avenue
Chicago, IL 60603
(312) 332-6888

The Foundation serves as a spokesperson, advocate, and ombudsperson for Americans with epilepsy. The EFA supports 19 different categories of programs involving 73 specific activities under the headings of medical, social, and information/education. Sponsors research in basic causes of epilepsy, prevention, and improved treatment methods. Provides training grants to students and professionals. Presents an annual award and has a library of about 400 volumes. (Encyclopedia of Associations, #8709)

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION (EEOC)

503 State Office Building
Office of Personnel
Springfield, IL 62706
(217) 782-1804

The EEOC is a federal enforcement agency for the Illinois Commission Against Discrimination. The Commission handles complaints related to alleged discrimination in employment and making application for employment. The Commission has jurisdiction over private employers, employment offices, labor organizations, labor management, apprentice programs, and state and local governmental agencies.

NATIONAL 4-H COUNCIL

150 North Wacker Drive
Chicago, IL 60606
(312) 782-5021

The 4-H Council develops and disseminates educational publications and visual aids for 4-H use and carries on programming and informational services on behalf of 4-H. The organization also bestows grants and awards to members and former members for achievement in specific programs.

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

P.O. Box 17417 - Dulles
Washington, D. C. 20041
(703) 860-3334

Or contact the local affiliate.

This organization consists of three divisions: (1) high school or junior college students preparing for business and office careers; (2) Phi Beta Lambda, which is a professional association for college men and women enrolled in business, office, or teacher education programs; and (3) association alumni. The organization sponsors a National Award Program based on national competition. It also provides speakers, offers workshops, conferences, and testing services, as well as employment experience opportunities.

FUTURE FARMERS OF AMERICA (FFA)

National FFA Chapter
Box 15160
Alexandria, VA 22309
(703) 360-3600

Or contact the local affiliate.

The FFA is the oldest of the state youth organizations and the only organization to receive sanction by the U.S. Congress. Opportunity to join the organization is required by law for all schools offering a vocational agriculture program on both the secondary and post-secondary levels. Services for men and women are provided in leadership development, career counseling, employment opportunities, and testing. Camp and conference opportunities are also available to members.

FUTURE HOMEMAKERS OF AMERICA (FHA)

2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 833-1925

Or contact the local affiliate.

The FHA is designed for both women and men. It has two types of chapters: the Future Homemakers Chapter, which deals with preparation for both family and careers; and the Home Economics Related Occupations chapter which addresses consumer education, homemaking, family life education, and job and career exploration. The primary focus of the FHA is on leadership development. Career counseling and opportunities for understanding oneself and others are also emphasized. Opportunities for community work and care for the elderly are also available as are counseling and workshops on teenage pregnancy and child abuse.

GIRLS CLUBS OF AMERICA, INC. (GCA)

133 East 62nd Street
New York, NY 10021
1-800-223-9864 or -9865

Or contact the local affiliate.

The GCA provide career exploration programming, career counseling, handicapped and bilingual services, as well as programs in physical fitness, sports, health, arts, sex equity, self-awareness, and other areas. The Clubs also sponsor a Youth Scholarship Program, conducting local, regional, and national contests in sewing, citizenship, and scholarship. GCA receives support from United Way campaigns.

GIRL SCOUTS OF THE USA (GS)

830 Third Avenue
New York, NY 10022
(212) 940-7500

Or contact the local affiliate.

The stated purpose of the Girl Scouts is "to inspire girls with the highest ideals of character, conduct, patriotism, and service that they may become happy and resourceful citizens." The focus of attention is on amplifying personal interests, learning new skills, career exploration, and community service.

ILLINOIS ASSOCIATION OF THE DEAF (IAD)

600 North Waukegan Road
Glenview, IL 60025
(312) 676-1888
Executive Secretary

The main purpose of the Association is to function as a clearinghouse for information pertaining to deafness and the problems of the deaf, and to improve and expand schools for the deaf. The organization compiles statistics in areas such as accident rates and insurance coverage for the deaf, employment rates, and types of employment held by the deaf.

ILLINOIS BUREAU OF EMPLOYMENT SECURITY

Department of Labor
910 South Michigan Avenue
Chicago, IL 60605
(312) 793-5700

This agency provides labor market information, vocational aptitude testing services (GATB), and placement services. Designated staff in local offices provide services to disabled persons.

ILLINOIS CAREER GUIDANCE CENTERS

(See Career Guidance Center Network and refer to Appendix A4).

ILLINOIS FEDERATION OF THE BLIND,
INC. (IFB)

P. O. Box 1336
Springfield, IL 62705
President

The stated goal of the Federation is "the complete integration of the blind into society on a basis of equality." The IFB supports policies and legislation designed to improve conditions for the blind, both socially and economically. It evaluates programs for the blind and recommends needed services, conducts research, and puts out publications.

ILLINOIS OCCUPATIONAL INFORMATION
COORDINATING COMMITTEE

623 East Adams Street
P. O. Box 1587
Springfield, IL 62705
(217) 785-0789

The main purposes of this federally funded state agency are to increase the awareness of occupational information, standardize terminology and definitions across occupational data systems, eliminate duplication of occupational data efforts, develop and implement a coordinated occupational information system readily accessible to users, and provide training in the use of occupational data.

ILLINOIS RESOURCE AND DISSEMINATION
NETWORK (IRDN)

Illinois State Board of Education
100 North First Street
Springfield, IL 62777

The Illinois Resource and Dissemination Network is a dissemination capacity-building project to aid in the development or enhancement of a comprehensive program for the dissemination of the results of educational research and of new and improved practices and products in education through searches of ERIC and other data banks working through the ISBE staff. The general goal of the network is to provide resources and information from which local education agencies can solve educational problems or meet educational needs. For more information, refer to Appendix A13.

ILLINOIS REGIONAL LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED

4544 North Lincoln
Chicago, IL 60625
(317) 285-5162
Librarian

This Library lends playback equipment. It offers direct services in Chicago and supports services of Subregional Libraries in the State.

ILLINOIS REGISTRY OF INTERPRETERS FOR THE DEAF (IRID)

Chris Hunter, President
222 Willow Road
Streamwood, IL 60103
(312) 289-7348

The IRID keeps a registry of certified interpreters. The organization furnishes literature concerning the procedures and problems involved in interpreting for the deaf and supplies a guideline of terminology. The national affiliate (Registry of Interpreters for the Deaf) works to establish certification standards for qualified interpreters. It also sponsors training workshops, conferences, research, and evaluation programs.

ILLINOIS SPINA BIFIDA ASSOCIATION (ISBA)

3037 S. Christiana
Chicago, IL
(312) 254-0775

Spina bifida (open spine) is the second most common birth defect and results in muscle weakness or paralysis. Its cause is unknown, and there is no complete cure. The goal of ISBA is fourfold: To prepare informational materials about the disease for public awareness; to conduct research regarding the causes of the disease; to upgrade vocational training of persons with spina bifida; and to promote legislation designed to improve conditions for the handicapped. The organization offers training of personnel to aid in the treatment, care, education, adjustment, and rehabilitation of individuals with spina bifida. (Encyclopedia of Associations #9528)

ILLINOIS STATE SCHOLARSHIP COMMISSION (ISSC)

102 Wilmot Road
Deerfield, IL 60015
(312) 948-8500

All graduating Illinois high school students are eligible to apply for Illinois State Scholarships provided they are U.S. citizens and Illinois residents. The scholarships are awarded on the basis of ACT scores, high school records, and need. The recipient should be in the upper half of his high school class, scholastically, at the end of six semesters. Honorary awards are conferred upon State Scholars who choose not to apply for monetary awards, or who do not demonstrate financial need. Certificates of Merit are awarded to all State Scholars, regardless of college choice.

IMMIGRATION AND NATURALIZATION SERVICES

219 South Dearborn
Chicago, IL
(213) 353-7334

The office of the U.S. Immigration and Naturalization comes under the Justice Department and reports to the Attorney General. The District Offices deal with such things as the maintenance of status of non-immigrants including students, temporary workers, and visitors. It deals with the adjustment of status for foreign nationals who want to become permanent residents, as well as special problems such as political asylum and refugee status, and special orders as determined by the Attorney General. It also deals with the naturalization process for those desiring citizenship.

INTERNAL REVENUE SERVICE (IRS)

District Office
320 W. Washington
Springfield, IL 62701
(800) 252-2921

Or contact the local affiliate.

The IRS furnishes federal income tax information and assistance.

JOB SERVICE OF ILLINOIS

910 South Michigan Avenue
Chicago, IL 60605
(312) 793-4112

Or contact the local affiliate.

The Illinois Job Service is a statewide labor exchange oriented to serving the needs of both employer and employee. Funded by the Department of Labor, Job Service Offices are located in major cities and towns throughout the State. The Job Service can be extremely valuable for the Career Guidance Counselor in the areas of employer contacts, labor market information, testing assistance, job referrals, pre-employment skills information. Formerly called Illinois State Employment Service (ISES).

JUNIOR ACHIEVEMENT (JA)

550 Summer Street
Stamford, CT 06901
(203) 359-2970

Or contact the local affiliate.

JA is an educational organization dedicated to promoting the free enterprise system through work experience. It provides opportunity for high school students to gain practical experience in the operation of the American business system by running small-scale businesses of their own. They are advised by adult volunteers from business and industry. The organization has 254 autonomous, franchised corporations in various cities, guiding the 7000 companies run by students.

LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC)

400 First St., N.W.
Suite 716
Washington, D.C. 20001
(800) 424-9526

According to this organization, it consists of "civic-minded persons primarily of Hispanic American extraction. For the progress and advancement of Hispanic Americans." LULAC sponsors specialized education.

LEAGUE OF WOMEN VOTERS OF ILLINOIS (LWVI)

League of Women Voters of Illinois
330 South Sixth
Springfield, IL
(217) 522-3921

The purpose of the organization is "to promote political responsibility through informed and active participation of citizens in government." The League disseminates information on candidates and issues and campaigns to inspire people to vote. The organization does not support or oppose candidates or political parties, but members choose to consider various public policy issues at local, state, and national levels, and take political action on these issues.

MIDWEST COLLEGE PLACEMENT ASSOCIATION (MCPA)

666 Kenneth Street
St. Paul, MN 55116

Or contact the local affiliate.

The activities of the MCPA include a newsletter, workshops for placement personnel, and annual meetings. While most members belong to four-year college placement services and corporate recruiters from industry, there is now an interest in community colleges.

MINISTRY OF CRIMINAL JUSTICE (MCJ)

162 South State Street, Suite 600
Chicago, IL 60601
(312) 782-2533
(800) 572-2198

The Ministry of Criminal Justice is sponsored by the Illinois United Methodist Church (UMC) and other religious bodies in Illinois. Funding for the program is provided by the three conferences of the UMC in Illinois, the Illinois Department of Corrections, and private gifts. The core unit of this program is the local county and its criminal justice system. The program encourages local persons in a community to become involved with offenders and their families at the point of their need. MCJ also offers an Educational Growth Opportunities Program (EGO) for criminal offenders in which participants are helped toward accepting the responsibility for their decisions and provided with some choices which may allow them to pursue more productive alternatives in the future.

MUSCULAR DYSTROPHY ASSOCIATION (MDA)

810 Seventh Avenue
New York, NY 10019
(212) 586-0808

This Association supports research dealing with the cause and cure of muscular dystrophy (MD) and related neuromuscular diseases. It provides services through local chapters including diagnostic examinations, follow-up medical evaluation, orthopedic appliances, physical therapy, flu shots, and summer camps. It publishes both general and technical literature on MD and other neuromuscular diseases.

NATIONAL ALLIANCE OF BUSINESS (NAB)

1730 K Street, N.W., Suite 558
Washington, D.C. 20006
(202) 457-0040

This organization is an alliance of executives from industry, labor, and the U.S. Department of Labor, on loan to work on solving the problem of unemployment in the nation's largest cities. This organization runs job pledge campaigns in an effort to find employment for disadvantaged, needy youth, and ex-offenders. It conducts various programs including a Summer Youth Program, College/Industry Relations Program, Career Guidance Institutes, College Cluster Program, and Jobs for Veterans Program.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)

1790 Broadway
New York, NY 10019
(212) 245-2100

According to the NAACP, it is a group composed of "all races and religions" dedicated to attain "through peaceful and lawful means, equal citizenship rights for all American citizens" by eliminating segregation and discrimination. The Association supports research building projects with minority participation in contracting and construction. It also compiles statistics and offers awards (i.e., Spingarn Medal).

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION (NAIEC)

June McSwain, NAIEC Treasurer
c/o American Forest Institute
1619 Massachusetts Avenue, N.W.
Washington, D.C. 20030

A new division has been formed: Placement/Follow-Up/Career Education. NAIEC is built on local or regional industry-education councils aimed at facilitating career education at all levels. Newsletters, annual meetings, and publications on community resources for education are among its services.

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(800) 848-4815

The purpose of this organization as expressed in the Center's Mission Statement is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by: Generating knowledge through research; developing educational programs and products; evaluating individual program needs and outcomes; providing information for national planning and policy; installing educational programs and products; operating information systems and services; and conducting leadership development and training programs.

NATIONAL ORGANIZATION FOR WOMEN (NOW)

425 13th Street, N.W., Suite 1408
Washington, D.C. 20004
(202) 347-2279

The goal of NOW is to eliminate discrimination against women on the basis of sex in all areas of society. The organization has a number of task forces (child care, abortion, health, etc.), and consciousness-raising groups. It promotes social conditions which will allow women to work while raising a family (i.e., a nationwide network of child-care centers), and encourages a reexamination of the laws and customs governing marriage and divorce, suggesting the elimination of alimony. NOW calls attention to its views through research, litigation, and political pressures.

NATIONAL SPINAL CORD INJURY FOUNDATION

369 Elliot Street
Newton Upper Falls, MA 02164
(617) 964-0521

The major purposes of this foundation are to foster research leading to cures for paralysis resulting from spinal cord injury, to encourage the locating of regional treatment centers (or "systems") for spinal cord injury, and to assist people with spinal cord injuries to reach their personal goals. The organization conducts rehabilitation programs, consultation, and peer counseling programs. It also has a library and information and referral services.

SPECIALIZED EDUCATIONAL SERVICES DEPARTMENT

Illinois State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-2445

This department prepares documents on the counselor and the exceptional child. It has Regional Educational Media and Information Service (REMIS) centers in the State which provide materials.

TECHNICAL ASSISTANCE & DISSEMINATION NETWORK: ILLINOIS SPECIAL NEEDS POPULATIONS

Resource information and materials for Special Needs Populations are disseminated through a center located at Illinois State University:

Dissemination Center
Turner Hall 202C
Illinois State University
Normal, IL 61761
(309) 436-6022

For additional information regarding workshops and services available through the Special Needs Consultants, contact:

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Consultant Services Section
100 North First Street
Springfield, IL 62777
(217) 782-4877

ILLINOIS DEPARTMENT OF VETERANS AFFAIRS

208 West Cook
P.O. Box 5054
Springfield, IL 62705
(217) 782-6641

The Illinois Veterans' Scholarship is offered to all veterans who were residents of Illinois within six months of entry into service and who returned to the State within six months of separation from such service. The scholarship may be used by veterans of all periods of service regardless of whether or not they have G.I. Bill entitlement. The holder of a scholarship is entitled to payment of tuition and certain fees at all state-controlled colleges, universities, and community colleges for the equivalent of four full years including summer term.

WOMEN'S LOBBY

201 Massachusetts Avenue, N.E. #116
Washington, D.C. 20002
(202) 547-0044

This organization is a lobby for women's rights legislation on the state and national levels. It conducts research and educational programs.

WORK EXPERIENCE CAREER EXPLORATORY PROGRAM (WECEP)

Illinois State Board of Education
Program Approval and Evaluation Section
100 North First Street
Springfield, IL 62777
(217) 782-4876

WECEP is a work experience and career exploration program for 14- and 15-year-old students started as a pilot program through the cooperative efforts of DAVTE and the U.S. Department of Labor which waived the age restriction for employed youth. DAVTE has continued the program under an agreement with that agency and in compliance with regulations mandated by the Federal and State Departments of Labor. The intent of the program is to help academically disadvantaged students increase self-esteem, explore career options, develop a positive attitude toward work, gain entry level skills, and continue in school after the age of 16.

YOUNG MEN'S CHRISTIAN ASSOCIATION (YMCA)

19 South LaSalle Street
Chicago, IL 60603
(312) 222-8150

Or contact the local affiliate.

YOUNG MEN'S CHRISTIAN ASSOCIATION (YMCA)
(continued)

This organization provides speakers, programming, and seminars for men and women; services for racial and ethnic minorities and the handicapped; resources and publications; and bilingual services. The current major focus is on crisis intervention, delinquency prevention, and family communication.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA)

600 Lexington Avenue
New York, NY 10022
(212) 753-4700

The YWCA offers workshops and programs for career education/non-traditional occupations, especially for women. It has memberships for men, who may participate in activities as associates. Other services include programs in health education, health and juvenile justice, human sexuality, recreation, clubs and classes in various subjects. The Association advocates international peace, social and economic justice, quality of the human environment, and basic individual rights and liberties. It operates residence camps.

FIGURE II-7

MATRIX OF PUBLICATIONS RELATED TO CAREER GUIDANCE

SERVICES

RESOURCES

NOTE: An annotated bibliography may be found in Figure II-8.	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (see Figure II-8)
About Getting a Job			X		X						X
ACT Special Testing Program						X	X		X		X
American Vocational Journal					X						X
Approved Private Business, Vocational and Self-Improvement Schools and Programs					X						X
Are You an Occupational Ignoramus?			X		X						X
Barron's Guide to the Two-Year Colleges					X						X
Barron's How to Prepare for Civil Service Examinations						X					
Building Your Tomorrows					X						X
CAPS Manual			X		X						
Care Kit		X						X	X		X
Career Awareness Project (CAP)					X						X
Career and Vocational Development of Bilingual Students							X				X
Career Development for the College Student		X			X						X
Career Education for the Handicapped Child: A Guide to Parent Education Programming	X								X		
Career Education: Leadership Roles	X		X								X

FIGURE II-7

MATRIX OF PUBLICATIONS RELATED TO CAREER GUIDANCE

SERVICES

RESOURCES

NOTE: An annotated bibliography may be found in Figure II-8.	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/ Cultural Integration	Handicapped	Women's Services	Other (see Figure II-8)
Career Education: Local Administration of Programs			X								X
Career Guide to Professional Associations					X						
Career Job Guide for College Students (and Others)					X						
Career Resource Centers					X						X
Career Self-Analysis		X									X
Careerism - Newsletter					X						
College Placement Annual					X						X
Community Resources and Community Involvement in Career Education: An Annotated Bibliography					X						
Concise Handbook of Occupations					X						
Counseling Girls and Women, A Guide for Jewish and Other Minority Women		X			X					X	
Counseling Programs and Services for Women in Non-Traditional Occupations					X					X	
Counselor's Comparative Guide to American Colleges		X			X						X
Counselor's Information Service					X						X
Dictionary of Occupational Titles					X						X

FIGURE II-7

MATRIX OF PUBLICATIONS RELATED TO CAREER GUIDANCE

SERVICES

RESOURCES

NOTE: An annotated bibliography may be found in Figure II-8.	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (see Figure II-8)
Don't Get Fired! 13 Ways to Hold Your Job			X		X						
ECCMC Special Bibliography in Vocational and Career Education on Sex Equity					X					X	
Educator's Guide to Free Guidance Materials					X						
Expanding Career Horizons - Teacher's Guide			X		X					X	X
Expanding Career Horizons - Kit			X		X					X	X
Follow-up Procedures: A National Review and Trng. Guide					X						
Fostering Sex Fairness in Vocational Education: Strategies for Administration								X			X
The GED Handbook						X		X			X
GED Information Bulletin						X					
The Guidance Needs of Women										X	
A Guide to the College Admissions Process		X			X						X
A Guide to Educational Equity in Vocational Programs					X					X	X
A Guide to Federal Laws Prohibiting Sex Discrimination					X					X	
A Guide to Planning, Organizing & Utilizing Advisory Councils					X						X
A Handbook for Career Guidance Counselors			X		X						X

FIGURE II-7

MATRIX OF PUBLICATIONS RELATED TO CAREER GUIDANCE

SERVICES

NOTE: An annotated bibliography may be found in Figure II-8.

RESOURCES	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (see Figure II-8)
Handbook for Cooperative Vocational Education in Illinois			X		X						X
Handbook of Illinois Post-Secondary Institutions		X			X						X
Illinois Career Education Journal					X	X	X	X	X	X	X
Illinois Labor Market Information Directory 1979-1980					X						X
Illinois Manpower Impressions					X						
Illinois Resource and Dissemination Network					X						X
Inform		X		X	X	X	X	X	X	X	X
Interest Inventories: A Counselor's Handbook		X			X	X		X		X	
It Isn't Easy Being Special - Resources					X		X	X	X		X
It Isn't Easy Being Special - Here Are Programs That Work		X			X		X	X	X		X
Janus Job Interview Kit			X								
Janus Job Planner		X	X								
The Job Hunter's Notebook, How to Get a Job in Chicago			X		X						
Job Seeking Skills			X		X						X
Journal of College Placement					X			X	X	X	X
Lovejoy's Career and Vocational School Guide		X	X		X						X

FIGURE II-7

MATRIX OF PUBLICATIONS RELATED TO CAREER GUIDANCE

SERVICES

RESOURCES

NOTE: An annotated bibliography may be found in Figure II-8.	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (see Figure II-8)
Manpower					X						X
Merchandising Your Job Talents			X								
Messenger Newsletter					X						X
Methods and Materials for Teaching Occupational Survival Skills			X		X						X
Monthly Labor Review				X	X						X
Monticello Model for Inservice Staff Development					X						X
My Job Application File			X		X						
Occupational Employment Survey Reports					X						X
Occupational Outlook Handbook		X			X			X	X	X	X
Occupational Outlook Quarterly		X			X			X	X	X	X
Opt for Career Guidance: Six Case Studies					X						X
Page 2 (Programmatic Approach to Guidance Excellence)	X	X	X		X						X
Perceptions Concerning Occupational Survival Skills		X	X		X						X
Pre-Employment Skills Curriculum Guide & Student Handbook			X								X
Products Catalog					X	X	X	X	X	X	
Resume and Cover Letter			X								

FIGURE II-7

MATRIX OF PUBLICATIONS RELATED TO CAREER GUIDANCE

SERVICES

RESOURCES

NOTE: An annotated bibliography may be found in Figure II-8.	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/ Cultural Integration	Handicapped	Women's Services	Other (see Figure II-8)
Salary Survey		X	X		X					X	X
Serving Handicapped Students in Vocational Education: A Guide for Counselors		X							X		X
Sex Fairness in Career Guidance: A Learning Kit					X					X	
Sex Fairness in Vocational Education								X			X
Social Service Directory: Metropolitan Chicago				X	X		X	X	X	X	X
State-Wide Directory of Services and Programs for the Hearing Impaired in Illinois					X				X		
Study Guide for Methods and Materials for Teaching Occupational Survival Skills			X								
Summer Employment Directory of the United States			X								
Technological Change and Manpower Trends in Six Industries					X						X
Training the Woman to Know Her Place: The Social Antecedent of Women in the World of Work		X			X					X	
The United States Economy in 1985, A Summary of the Bureau of Labor Statistics Projections			X		X						X
Vocational Education Data and Reporting System: Illinois Follow-up Requirements				X	X						X
Vocational Guidance Quarterly					X	X	X	X	X	X	X

FIGURE II-7

MATRIX OF PUBLICATIONS RELATED TO CAREER GUIDANCE

SERVICES

NOTE: An annotated bibliography may be found in Figure II-8.	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/ Cultural Integration	Handicapped	Women's Services	Other (see Figure II-8)
WECEP Guide			X	X	X		X	X	X	X	X
What Color Is Your Parachute?			X		X						X
What Shall I Order for Our Career Planning Library?					X						
Working								X			X

RESOURCES

FIGURE II-7

MATRIX OF PUBLICATIONS RELATED TO CAREER GUIDANCE

SERVICES

RESOURCES

NOTE: An annotated bibliography may be found in Figure II-8.	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (see Figure II-8)

FIGURE II-8

LIST OF PUBLICATIONS

ABOUT GETTING A JOB

Channing L. Bete Co., Inc.
45 Federal Street
Greenfield, MA 01301

This is a student guide to job hunting and career preparation. It supplies the kinds of information a beginning job hunter needs in competing for a "place" in the work world. The booklet explains the basics--e.g., how to look for a job, what kind of training is necessary, how to prepare a resume, etc. It provides advice to the students seeking permanent work upon graduation and to the college-bound student looking for a part-time job.

ACT SPECIAL TESTING PROGRAMS

Special Testing
ACT Test Administration
P.O. Box 168
Iowa City, IA 52243

For people with physical handicaps or students who need non-Saturday testing or live more than fifty miles from a center, ACT will make special arrangements to provide the necessary facilities and/or personnel for taking the test. Requests for special testing are considered individually. Tests are available in Braille, large print, as well as on cassettes.

AMERICAN VOCATIONAL JOURNAL

American Vocational Association, Inc.
1510 H Street, N.W.
Washington, D.C. 20005

This journal is the official organ of the AVA. It elaborates on professions, schools, developments in jobs/education. It presents new issues monthly on careers, the job market, counseling, and various other articles related to these subjects.

APPROVED PRIVATE BUSINESS, VOCATIONAL AND SELF-IMPROVEMENT SCHOOLS AND PROGRAMS

Illinois State Board of Education
Private Business and Vocational School Unit
100 North First Street
Springfield, IL 62777

This publication contains the names of private business and vocational schools with instructional programs approved to do business in Illinois.

ARE YOU AN OCCUPATIONAL IGNORAMUS?

College Placement Council
P.O. Box 2263
Bethlehem, PA 18001

This publication seeks to stimulate students to think about career planning, majors, counseling, and placement. Minimum order of 50. (1971)

BARRON'S GUIDE TO THE TWO-YEAR COLLEGES
Sixth Edition

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

This guide lists over 1400 two-year college programs. It describes admissions requirements, enrollment, affiliation, costs, etc., but lists also four-year colleges offering associate-level work and associate degree programs.

BARRON'S HOW TO PREPARE FOR CIVIL SERVICE EXAMINATIONS

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

This publication provides hints on test taking and examples of items. (1973)

BUILDING YOUR TOMORROWS

American Learning Systems, Inc.
Columbus, GA 31903

This is a tool for the teacher who recognizes that career planning must be an on-going process throughout a student's school years. The program is divided into three curriculum strands that interweave the concepts of learning about self and the world of work into a realization of goal formulation and personal planning. These three strands are infused into both the elementary and secondary classrooms. It represents the largest curriculum development effort to date in the area of career education. (1979)

CAPS (Career Assistance and Placement Services) MANUAL

Publication Number 106

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

CAPS is a resource manual to provide a guide for planning and developing comprehensive placement services at secondary and post-secondary schools. (1976)

CARE KIT (Combining Activities with Real Experiences)

Publication Number 144

Curriculum Publications Clearinghouse
47 Horrabin Hall
Western Illinois University
Macomb, IL 61455

The Care Kit is intended for use with teen-age students who have difficulty learning in the regular school setting. The approach has been to select real experiences which young people will face when they enter the working world. Includes 67 activities, 140 work sheets, 24 case studies, and 5 games. (1979)

CAREER AWARENESS PROJECT (CAP)

Business & Professional Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

This publication is a program guide for developing activities to foster career exploration of students. (1975)

CAREER AND VOCATIONAL DEVELOPMENT OF BILINGUAL STUDENTS

Publication Number EC066

National Education Laboratory Publishers, Inc.
813 Airport Boulevard
Austin, Texas 78702

This publication explores the evolution of career education concepts as applied to the bilingual population. It identifies program requirements and establishes directions for national and state planning efforts. (1978)

CAREER DEVELOPMENT FOR THE COLLEGE STUDENT

Carroll Press
43 Squantum
Cranston, RI 02920

A description of a selected number of occupational fields for college graduates in addition to a discussion of how career decisions are made and techniques for career implementation are presented in this publication. (1976)

CAREER EDUCATION FOR THE HANDICAPPED CHILD: A GUIDE TO PARENT EDUCATION PROGRAMMING

Order Number IN 180

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The publication explores procedures used in developing a program model to assist parents of handicapped students in learning about their role in enhancing the development of their children's skills and attitudes necessary for the work world.

CAREER EDUCATION: LEADERSHIP ROLES

Order Number IN 95

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The publication offers suggestions for leadership in administration, instruction, curriculum development, media, guidance, work experience, personnel training, advisory committees, and adult education. (1973)

CAREER EDUCATION: LOCAL ADMINISTRATION OF PROGRAMS

Order Number IN 94

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Order Number IN 94

This publication explores educational change processes and problems, personnel and staffing, community concerns, and program quality control. (1973)

CAREER GUIDE TO PROFESSIONAL ASSOCIATIONS

Carroll Press
43 Squantum
Cranston, RI 02920

This is a directory of organizations by occupational field, arranged according to the Dictionary of Occupational Titles system. (1976)

CAREER JOB GUIDE FOR COLLEGE STUDENTS (AND OTHERS)

National Educational Advertising Services
360 Lexington Avenue
New York, NY 10017

Descriptions of and talents needed in various fields are presented, as well as sources for government careers, interviewing techniques, and resumes. (1974)

CAREER RESOURCE CENTERS

Order Number SN 15

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

This handbook deals with the planning, development, implementation, and evaluation of career resource centers for educational planners in local schools, postsecondary institutions, and other community settings interested in expanding their career guidance and career education delivery systems. (1977)

CAREER SELF-ANALYSIS

D & E Publishing Company
Rockport Lane
Huntington Beach, CA 22042

This publication is designed to help the student analyze himself/herself with regard to six basic factors of career development. (1974)

CAREERISM--NEWSLETTER

WWWWW/Information Services
1595 Elmwood Avenue
Rochester, NY 14609

Highlighting current industrial trends, this newsletter facilitates career planning via the industry approach.

COLLEGE PLACEMENT ANNUAL

College Placement Council
P.O. Box 2263
Bethlehem, PA 18001

The official occupational directory of the Regional Placement Associations, this publication provides information on the positions customarily offered to college graduates by principal employers. It presents the occupational needs anticipated by 2,000 corporate and governmental employers and contains helpful hints for the decision-making processes, for determining life styles, for getting the right job, for the interview, for resume-writing, and for changing jobs.

COMMUNITY RESOURCES AND COMMUNITY
INVOLVEMENT IN CAREER EDUCATION:
AN ANNOTATED BIBLIOGRAPHY

Order Number IN 140

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

This bibliography is made up of 125 abstracts of studies conducted since 1975 in the four categories of community resources, community involvement, experience-based career education, and business-industry-labor linkage. (1978)

CONCISE HANDBOOK OF OCCUPATIONS

J. G. Ferguson Publication Company
111 E. Wacker Drive
Chicago, IL 60601

This handbook describes 305 current occupations.

COUNSELING GIRLS AND WOMEN, A GUIDE
FOR JEWISH AND OTHER MINORITY WOMEN

B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue
Washington, D.C. 20036

Programs offering a realistic picture for women pursuing careers are presented here. (1973)

COUNSELING PROGRAMS AND SERVICES FOR WOMEN
IN NONTRADITIONAL OCCUPATIONS

Order Number IN 133

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

This publication analyzes counseling programs and support services for increasing women's participation in nontraditional occupations. It examines opportunities, needs, and support systems relevant for women seeking to enter these professions. (1978)

COUNSELOR'S COMPARATIVE GUIDE TO AMERICAN COLLEGES

Harper and Row Publishers
49 East 33rd Street
New York, NY 10016

This guide designed especially for counselors, includes all institutions offering post-secondary education and training programs with information on the academic atmosphere of each. (1976)

COUNSELOR'S INFORMATION SERVICE

B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue
Washington, D.C. 20036

A quarterly annotated bibliography of current literature on educational and vocational guidance is presented.

DICTIONARY OF OCCUPATIONAL TITLES

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

This book defines and classifies occupations according to uniform job titles and descriptions throughout industries. It contains over 45,000 individual job studies within the economy and reflects relationships among occupations in terms of work involved and worker characteristics required. (1977)

DON'T GET FIRED! 13 WAYS TO HOLD YOUR JOB

Janus Book Publishers
3541 Investment Boulevard
Hayward, CA 94545

This workbook illustrates 13 realistic confrontations with employers, co-workers, or customers. The problems of lateness, surliness, lack of initiative, and irresponsibility are discussed. The accompanying photographs and exercises aid the reader to understand better and evaluate these issues.

ECCMC SPECIAL BIBLIOGRAPHY IN VOCATIONAL AND CAREER EDUCATION ON SEX EQUITY

East Central Network/Illinois Vocational Curriculum Center
Sangamon State University
Springfield, IL 62708

ECCMC SPECIAL BIBLIOGRAPHY IN VOCATIONAL AND CAREER EDUCATION ON SEX EQUITY (continued)

The materials are geared primarily to counselors that provide guidance services in junior high, high school, vocational area centers, career guidance centers, and any other agency that provides guidance services.

EDUCATOR'S GUIDE TO FREE GUIDANCE MATERIALS

Educator's Progress Service
214 Center Street
Randolph, WI 53956

This guide lists 1,377 selected free audio-visual and other guidance aids. It is updated each year.

EXPANDING CAREER HORIZONS (kit)

Publication Number 111

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

Help is provided for students, both male and female, to attain the following goals: to understand (1) the meaning of the sex role stereotyping of jobs, (2) that it is illegal under Federal Law to discriminate by sex in employment, (3) the patterns and results of participation in the labor force, (4) the effects of multiple family member participation in the labor force on standard of living, (5) the problem of sex bias in guidance tests and counseling. Each classroom kit is complete with teacher's guide, 50 sets of student materials, 5 games, and all their component parts. (1979) The TEACHER'S GUIDE to this kit was revised in 1980 and is available from the East Central Network, Sangamon State University, Springfield, IL 62708.

FOLLOW-UP PROCEDURES: A NATIONAL REVIEW & TRAINING GUIDE

Virginia Polytechnic Institute and State University
Blacksburg, VA 24060

Considered one of the best resource reports from a national perspective, this publication presents detailed characteristics of 139 follow-up activities. It also includes an excellent model for planning, implementing, and evaluating a follow-up. The model is equally applicable to developing a new system or adapting an existing one.

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION: STRATEGIES FOR ADMINISTRATORS

Order Number IN 147

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

This document provides administrators in vocational education with an overview of sex equity issues and alternative strategies for action. (1979)

THE GED HANDBOOK

The General Educational Development Institute
1600 North 49th
Seattle, Washington 98103

This document answers questions about the GED examination. It contains a discussion dealing with the various sections of the test and pointers on how to prepare for it, as well as information about scoring. A predictive test is included. Reference is also made to other publications helpful to individuals preparing for the examination. It lists a directory of GED state administrators.

GED Information Bulletin on the Illinois Program for the Issuance of High School Equivalency Certificates

Illinois State Board of Education
100 North First Street
Springfield, IL 62777

Each state differs slightly in its high school equivalency requirements. This information bulletin pertains to the Illinois requirements for taking the GED examination.

THE GUIDANCE NEEDS OF WOMEN

Order Number IN 149

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

This publication focuses on the internal barriers within women which prevent them from achieving occupational success in nontraditional jobs. (1979)

A GUIDE TO THE COLLEGE ADMISSIONS PROCESS

National Association of College
Admissions Counselors
Skokie, IL 60076

This guide provides students in high school with a concise overview of the process of choosing and gaining admission to colleges. The information in this guide supplements the most important resources available to the student during the process: the school guidance office and the counselor.

A GUIDE TO EDUCATIONAL EQUITY IN VOCATIONAL PROGRAMS

East Central Network/Illinois Vocational Curriculum Center
Sangamon State University
Springfield, IL 62708

This publication contains a checklist for recognizing and eliminating sex bias in instructional materials, suggestions for using biased materials in a non-biased way, and guidelines for developing sex equity in the classroom. A bibliography is included. (1979)

A GUIDE TO FEDERAL LAWS PROHIBITING SEX DISCRIMINATION

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The booklet describes the major provisions of each law and regulation as well as the complaint procedures established under law. (1974)

A GUIDE TO PLANNING, ORGANIZING, AND UTILIZING ADVISORY COUNCILS

Publication Number 113

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

The publication is designed for use as a reference to aid educators in planning, organizing, and utilizing advisory councils. Much of the information can be applied and/or adapted to community college, secondary, and K-8 use.

A HANDBOOK FOR CAREER GUIDANCE COUNSELORS

Publication Number 115

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

This handbook is a comprehensive guide to assist guidance counselors and other educators in planning and coordinating career guidance programs. Each section of the handbook presents an objective, suggested activities, resources, and implementors for accomplishing the objectives. (1974, revised 1976)

HANDBOOK FOR COOPERATIVE VOCATIONAL EDUCATION IN ILLINOIS

Publication Number 116

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

This handbook provides educators and concerned community leaders with information to help design and implement education programs which will best serve student and community needs. The text examines methods of implementation for needs and interests determinations, public relations plans, school instruction plans, community laboratory instruction plans, and identifies essential elements of the cooperative plan including staff and equipment identification. (1977)

HANDBOOK OF ILLINOIS POST-SECONDARY INSTITUTIONS

Illinois State Scholarship Commission
Office of Informational Services
203 North Wabash Avenue, Suite 2118
Chicago, IL 60601

Indicated by counselors to be one of their most helpful guidance tools, this publication is published annually and becomes available in late fall. It includes financial aid, admission policy, costs, enrollment figures, student support services, and other information relevant to college choice for institutions which participate in ISSC programs.

ILLINOIS CAREER EDUCATION JOURNAL

Illinois State Board of Education
100 North First Street
Springfield, IL 62777

This journal is issued quarterly by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. Articles deal with pertinent issues and innovations in vocational/career education.

ILLINOIS LABOR MARKET INFORMATION DIRECTORY
1979-1980

State of Illinois Department of Labor
Bureau of Employment Security
Research and Analysis Division
910 South Michigan Avenue
Chicago, IL 60605

The Illinois Labor Market Information Directory provides a description of data and reports published by or available from the Research and Analysis Subdivision of the Illinois Bureau of Employment Security. Information on how to order any of these publications, and a list of Research and Analysis personnel are also included in this annual directory.

ILLINOIS MANPOWER IMPRESSIONS

State of Illinois
Office of Manpower and Human Development
305 East Monroe
Springfield, IL 62706

This newsletter presents announcements and news concerning labor trends, unemployment rates, and the progress of vocational education and manpower programs throughout the State.

ILLINOIS RESOURCE AND DISSEMINATION NETWORK

Illinois State Board of Education
100 North First Street
Springfield, IL 62777

The information system of the Illinois Resource and Dissemination Network consists of computer searching, acquisition of educational information, and dissemination of resources to the local educational agencies.

INFORM

National Career Information Center
American Personnel & Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

This monthly newsletter identifies relevant career information sources, and places a special emphasis on materials not normally seen by counselors and on new careers. It also includes resource bibliographies on careers.

INTEREST INVENTORIES: A COUNSELOR'S HANDBOOK

Publication Number 120

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

One portion of this guide to the selection and use of inventories deals with such topics as selection, use, conveying of information, sex bias, racial bias, age level appropriateness, vocational applicability, relating interests to employment trends, and others. Another portion includes reviews of (1) interest inventories, (2) work values and worker personality inventories, (3) comprehensive inventories, and (4) other related inventories. (1977)

IT ISN'T EASY BEING SPECIAL - RESOURCES: AGENCIES AND ORGANIZATIONS THAT SERVE SPECIAL NEEDS LEARNERS

Order Number RD 178

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The document identifies key contacts that can assist educators and others concerned with bilinguals, gifted and talented, handicapped, the incarcerated, older Americans, and other special populations. (1979)

IT ISN'T EASY BEING SPECIAL - HERE ARE PROGRAMS THAT WORK: SELECTED VOCATIONAL PROGRAMS AND PRACTICES FOR LEARNERS WITH SPECIAL NEEDS

Order Number RD 177

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

This publication provides a profile of sixteen selected programs that meet the needs of special learners. It also includes descriptions of 121 additional programs for use by researchers, guidance counselors, and administrators as examples of successful projects. (1979)

JANUS JOB INTERVIEW KIT

Janus Book Publishers
3541 Investment Boulevard
Hayward, CA 94545

This kit provides the reader with 30 realistic interview situations. Each practice situation enables the reader to become more adept in handling an interview. The young interviewee receives experience in how to handle the introduction, how to answer specific and unexpected questions, and how to close the interview.

JANUS JOB PLANNER

Janus Book Publishers
3541 Investment Boulevard
Hayward, CA 94545

This text provides high school students with other job choices to explore. Students are guided in assessing their interests, values, and attitudes. By learning more about themselves, students can leave the door open to other ability-related job opportunities. Setting future goals and preparing a budget are other issues discussed. (1976)

JOB HUNTER'S NOTEBOOK,
HOW TO GET A JOB IN CHICAGO

Flexible Careers
37 South Wabash Avenue, Room 714
Chicago, IL 60603

Guidelines for career planning and job hunting are presented, plus a selection of career opportunities in Chicago area industries. (1975)

JOB SEEKING SKILLS

American Learning Systems, Inc.
Columbus, GA 31903

This is a seven color/sound filmstrip series designed to provide students with the tools to make an effective transition from the classroom to the world of work. (1979)

JOURNAL OF COLLEGE PLACEMENT

College Placement Council, Inc.
P.O. Box 2263
Bethlehem, PA 18001

Articles on placement and career planning appear in this publication. The "career media" section reviews recent publications related to careers.

LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE
5th Edition

Simon and Schuster
Simon and Schuster Building
Rockefeller Center
1230 Avenue of the Americas
New York, NY 10020

This is a source book emphasizing technical occupations. It includes a directory of institutions offering training for various technical careers.

MANPOWER

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

This magazine is the official monthly journal of the Manpower Administration, U.S. Department of Labor. It contains a variety of articles each month on careers and labor market developments. This magazine would be an excellent addition to the vocational library for student browsing and reading as well as interesting to teachers and counselors.

MERCHANDISING YOUR JOB TALENTS

U.S. Department of Labor
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20213

This publication is a revised edition with information on job search, resume, and cover-letter writing, as well as interview tips. (1976)

MESSENGER NEWSLETTER

Illinois State Scholarship Commission
Office of Informational Services
203 North Wabash Avenue, Suite 2118
Chicago, IL 60601

This newsletter is published three times yearly and is available free of charge. It provides updated information concerning Illinois State Scholarship Commission (ISSC) financial aid programs, federal financial aid programs, and other items pertinent to those advising potential students of post-secondary education.

METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS

Publication Number 125

Curriculum Publications Clearinghouse
47 Horrabin Hall
Western Illinois University
Macomb, IL 61455

The 12 modules which are available on microfiche from the ERIC system include: Working in Organizations, Motivation for

METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS (continued)

Work, Understanding Self, Interpersonal Relations, Effective Communications, Using Creativity at Work, Problem Solving, Authority and Responsibility, Leadership, Coping with Conflict, Coping with Change, Adapting and Planning for the Future, and Module Tests.

MONTHLY LABOR REVIEW

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

This government journal features a review of developments in industrial relations, significant court decisions in labor cases, book reviews, current labor statistics, national labor force projections, and data on work experiences of the population. The journal will be useful to counselors, vocational planners, and anyone interested in the progress of labor in the United States.

MONTICELLO MODEL FOR INSERVICE STAFF DEVELOPMENT

Publication Number 143

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

How to design, implement, and evaluate locally-based staff development are topics of this handbook.

MY JOB APPLICATION FILE

Janus Book Publishers
3541 Investment Boulevard
Hayward, CA 94545

My Job Application File is a step-by-step guide for the young job seeker in filling out job application forms. The reader learns how to answer questions concerning personal history, education, health, and work experience. Nine practice application forms from well-known companies, such as McDonald's, are also included.

OCCUPATIONAL EMPLOYMENT SURVEY REPORTS

Bureau of Labor Statistics
230 South Dearborn Street
Ninth Floor
Chicago, IL 60604

These individual reports are available for many different manufacturing industries and give employment by occupation. Request BLS reports which are in the 430 series (for example, the General Industrial Machinery Industry Survey Report is BLS report 430-111). The data will be useful to local planners in measuring employment trends, for analyzing the changing occupational manpower requirements to be used as a basis for planning vocational programs.

OCCUPATIONAL OUTLOOK HANDBOOK

Publication Number 1785

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The main purpose of this 840-page handbook is to provide occupational information that broadens the knowledge of choices available to young people and helps them make intelligent career plans. For hundreds of occupations, the handbook answers such questions as: what does a person actually do on the job; what abilities and interests does the job call for; what kind of schooling and other training is required for the job; what are the working conditions like; and what will be the job opportunities in coming years? The handbook would be very useful to counselors, students, and persons entering or re-entering the work force at different stages in their lives.

OCCUPATIONAL OUTLOOK QUARTERLY

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

This magazine is published four times a year and contains general articles on occupational outlook trends. The magazine is illustrated with drawings and photographs. This publication would aid teachers and counselors as well as laypersons who are interested in articles concerning job trends. It would be useful in the vocational library for students browsing and reading.

OPT FOR CAREER GUIDANCE: SIX CASE STUDIES

Department of Vocational and Technical Education
University of Illinois at Urbana-Champaign
347 Education Building
Urbana, IL 61801

This document is designed to illustrate how educational and community personnel in six school districts used the Page 2 planning model to initiate comprehensive career guidance program planning and implementation. It contains the strategies, obstacles, and accomplishments of six sites with different program characteristics and situated in diverse geographic areas.

PAGE 2 (Programmatic Approach to Guidance Excellence)

Publication Number 132

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

Page 2 is a resource package designed to provide in-service training materials which enable district participants to assess individual and institutional needs, determine goals, state objectives, decide on appropriate activities, and devise evaluation procedures when planning and implementing career guidance programs.

PERCEPTIONS CONCERNING OCCUPATIONAL SURVIVAL SKILLS

Curriculum Publications Clearinghouse
47 Horrabin Hall
Western Illinois University
Macomb, IL 61455

Summaries of the following research studies are included in the monograph: Dr. Sharon Lund O'Neil, "Work Perceptions of Skills Necessary for Survival in the World of Work"; Dr. Thomas Scanlan, "A Study to Determine the Options of Students and Parents Concerning the Teaching of Skills Necessary for Survival in the World of Work"; Dr. Kent Firson, "Openings of Teachers, Counselors, and Administrators Concerning the Teaching of Occupational Survival Skills"; Dr. Joyce Nies, "Instructional Stragegies for Teaching Survival Skills"; Dr. James Allen Leach, "Influences of the Occupational Survival Skills Modules on the Attainment of Skills and Attitudes Toward Employment of Selected High School Students."

PRE-EMPLOYMENT SKILLS CURRICULUM
GUIDE AND STUDENT HANDBOOK

Publication Number 130

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

The material presented in this guide to implementing pre-employment skills in the school curriculum may be used as a complete course or any part of it may be used in different classes. The guide is divided into 15 chapters and 40 lessons covering the skills needed to compete in the job market. Some of the chapters are the following: Sources of Employment, Data Sheets and Resumes, Initial Contact with Employer, Application Forms, Employment Tests, Job Interviews, Rejection Shock, You're Hired, and other topics.

PRODUCTS CATALOG

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The Products Catalog contains an annotated listing and ordering information for more than 800 "products" such as classroom and instructional materials for kindergarten through adult and continuing education; information and research reports; planning, policy, and evaluation guidelines and strategies; and guidance and counseling programs and modules.

RESUME AND COVER LETTER

Career Planning and Placement Center
Southern Illinois University
Carbondale, IL 62901

This work includes guidelines and examples for preparing a resume and cover letter. It is geared specifically to students at the post-secondary level.

SALARY SURVEY

The College Placement Council
P.O. Box 2263
Bethlehem, PA 18001

This survey issued three times a year, covers job openings in a broad range of areas, except teaching, within business, industry, government, and non-profit and educational organizations.

SERVING HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION: A GUIDE FOR COUNSELORS

Order Number IN 186

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The publication discusses the specialized knowledge, role expansion, and guidance and counseling techniques designed to help school counselors and other personnel assist handicapped students with their life development. (1979)

SEX FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT

ABT Publications
55 Wheeler Street
Cambridge, MA 02138

This is a self-instruction package for becoming sensitized to sex bias and eliminating it in administering career guidance. (1975)

SEX FAIRNESS IN VOCATIONAL EDUCATION

Order Number IN 120

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

This publication is an analysis of programs and strategies which help program planners and curriculum developers eliminate sex bias in vocational education. (1977)

SOCIAL SERVICE DIRECTORY:
METROPOLITAN CHICAGO

Council for Community Services
in Metropolitan Chicago
Publications Department
64 East Jackson Boulevard
Chicago, IL 60604

This directory lists and describes numerous special education, health, speech and hearing, counseling, and other services in Cook, DuPage, and Lake Counties. It also includes a listing of other directories.

STATE-WIDE DIRECTORY OF SERVICES AND
PROGRAMS FOR THE HEARING IMPAIRED IN
ILLINOIS

Illinois Association of the Deaf
Attn.: Executive Secretary
600 North Waukegan Road
Glenview, IL 60025

Educational programs, clubs, speech and hearing services, counseling, religious organizations, interpreters, and other services are identified. Some national organizations are also listed.

STUDY GUIDE FOR METHODS AND MATERIALS
FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS

Willow Press
2109 Bristol
Champaign, IL 61820

This study guide for students has been published to supplement the teacher's guide. The study guide can be used to reinforce classroom activities or as independent study material. (See Pages II-78 and II- 79 for listing of other materials.)

SUMMER EMPLOYMENT DIRECTORY OF THE UNITED STATES

Cincinnati National Directory Service
266 Ludlow Avenue
Cincinnati, Ohio 45220

This publication describes summer jobs abroad, visa requirements, residence and work regulations, and hints on applying for a job.

TECHNOLOGICAL CHANGE AND MANPOWER TRENDS IN SIX INDUSTRIES

Publication Number 1817

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The publication offers an appraisal of the effects of technological change on six industries and occupational trends by industry as a result of these changes. Occupational trends are shown in illustrative charts, and projections for employment for 1980-1985 are given. The six industries covered are textile mill products, lumber and wood products (except furniture), tires and tubes, aluminum, banking, and health services. This publication would be most useful to program planners in allowing them to see the impact of technological change in these specific industries.

TRAINING THE WOMAN TO KNOW HER PLACE: THE SOCIAL ANTECEDENT OF WOMEN IN THE WORLD OF WORK

Division of Pupil Personnel Services
Pennsylvania Department of Education
Box 911
Harrisburg, PA 14126

Suggestions for counselors of girls and women are presented.

THE UNITED STATES ECONOMY IN 1985, A SUMMARY OF THE BUREAU OF LABOR STATISTICS PROJECTIONS

Publication Number 18

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

This bulletin summarizes the latest BLS projections of the U.S. economy to 1985. It contains detailed tables showing projected employment requirements by occupation. This publication would be of use to a vocational program planner in helping to decide if an occupation is significant and if it is growing.

VOCATIONAL EDUCATION DATA AND REPORTING SYSTEM: ILLINOIS FOLLOW-UP REQUIREMENTS

Compliance Reports Section
Illinois State Board of Education
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, IL 62777

This report consists of the current requirements for following up local program completers/leavers and their employers.

VOCATIONAL GUIDANCE QUARTERLY

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

This publication contains articles directly related to career counseling plus a section titled "current literature," which lists recent materials categorizing by type of publication, giving vocabulary level with a rating of adequacy per NVGA standards. It also reviews current career films.

WECEP GUIDE

Publication Number 154

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

This guide is designed for personnel who are responsible for planning and conducting a Work Experience and Career Exploration Program, a special cooperative education program for fourteen- and fifteen-year-old special needs students.

WHAT COLOR IS YOUR PARACHUTE?

Ten Speed Press
Box 4310
Berkeley, CA 94707

This manual gives step-by-step directions for career planning and job-search techniques to job seeker and career changer. (1976)

WHAT SHALL I ORDER FOR OUR CAREER PLANNING LIBRARY?

The College Placement Council
P.O. Box 2263
Bethlehem, PA 18001

This list of suggested publications is grouped according to the size of the career library and the amount of money one has to spend.

WORKING

Pantheon Books
201 East 50th Street
New York, NY 10022

This book is a series of biographies which give accounts of people preparing for and working in various jobs/careers. (1974)

Procedural Considerations

Selecting career resource materials is an important but often overlooked task. The following guidelines should be considered during the selection of such materials:

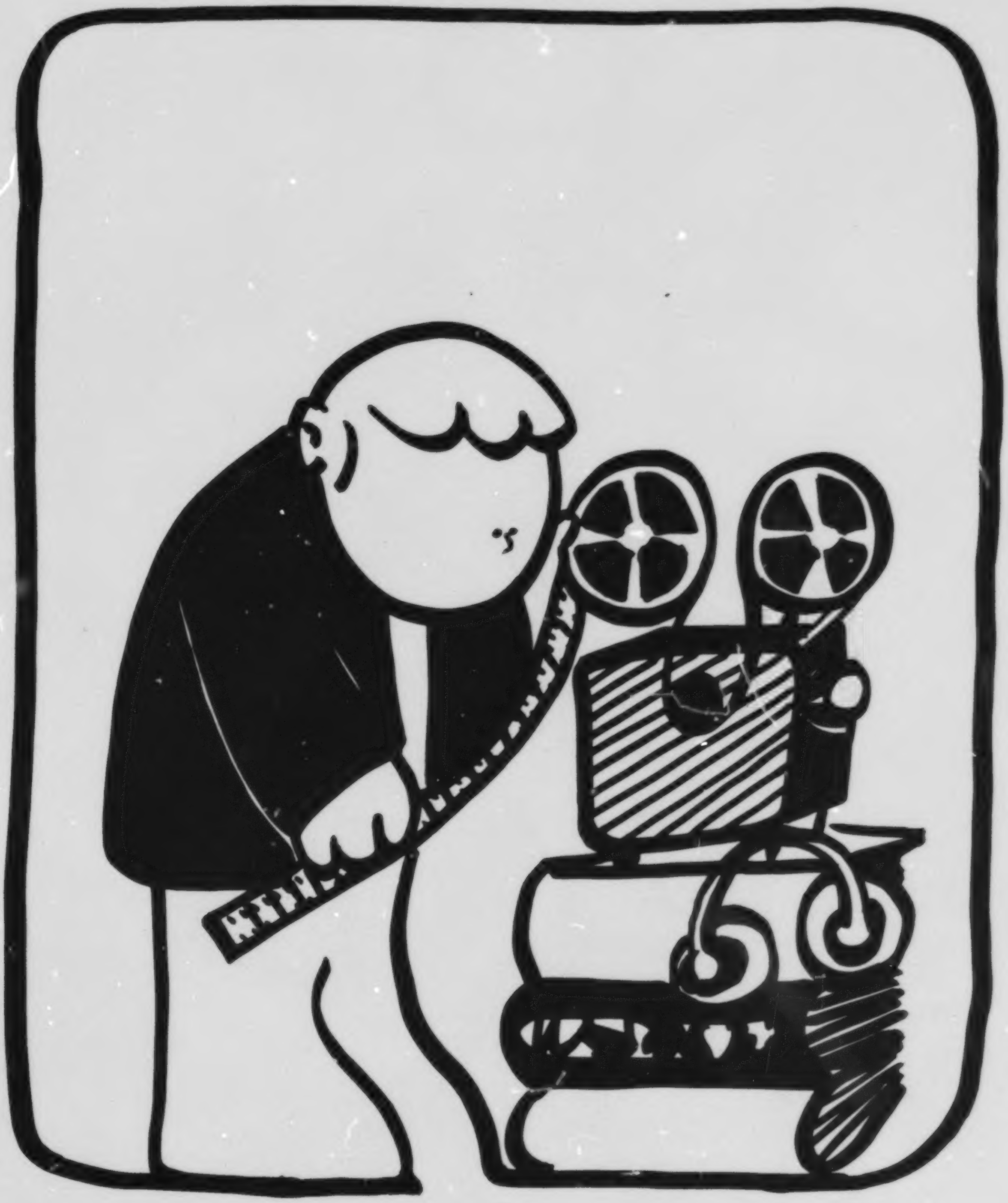
1. Purchase or use materials that contain non-sexist or non-discriminatory language, non-stereotyped pictures, or examples.
2. Whenever possible, purchase materials that are designed for people who are limited in their ability to read English.
3. Materials that are purchased should consider the handicaps and/or disadvantages of the populations to be served.
4. Whenever possible, establish a committee to assist in the selection of resource materials. At a minimum, include a librarian in this task.

Contextual Considerations

The extent of available career resource materials will be restricted by the policies and practices of the agency. Some important things to consider include:

1. The size of the budget for career resource materials. The budget should include funds for magazines, books, and selected career guidance series. The funds may be for one-time purchases or for renewals of various kinds.
2. The availability of space places real restrictions on the availability and use of career materials. If possible, the materials should be placed in a centralized location.
3. A policy regarding the use of the materials should be established and followed. The policy should reflect the previously listed points.

Assessing Resources



SETTING OBJECTIVES

Setting objectives means to state one's programmatic intentions in a clear and applicable manner. Objectives represent program directions and should be based on a needs assessment of the local agency setting. The objectives represent an inventory of issues which can be used to define what areas or skills need attention. Objectives may also be used to define a program's success. Because objectives are observable, they provide a benchmark available to both students and career guidance personnel to serve as a basis for evaluating career guidance procedures or considering alternatives available in the future.

The contents of this section detail the distinction between goals and objectives, the application of objectives to program management and student performance, and illustrations of objectives used in career guidance.

Goals and Objectives

Objectives are typically defined by contrasting them with goal statements. Objectives, as compared to goals, are more specific expressions of behavior (Herr & Cramer, 1979; Ryan, 1968). Goals tend to be very broad statements open to many interpretations. Contrastingly, objectives are stated in clear, precise, and measurable terms. Specifying

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this Handbook.

Affirmative Action, p. III-9

Anti-Discrimination Laws, p. III-3

Career Guidance Centers, Appendix A4

Evaluation, p. IV-1

Job Placement Programs, p. III-179

PAGE 2, Appendix A18

Sex Equity, Appendix A28

Special Needs Students, Appendix A23

Vocational Training Opportunities, Appendix A25

Work Experience Programs, p. III-163

objectives is one of the most difficult aspects of systematic planning.

Successfully stated objectives convey the same message to everyone. Whoever becomes aware of the objectives should be able to report accurately the intent of the objective-setters. In general, successful statements of objectives include three pieces of information:

1. Performance - What observable behavior or event will be achieved?

2. Condition - When or where will the performance occur?

3. Criterion - How well or how much must be done or performed?

Differences between goals and objectives are demonstrated in Figures II-9, p. II-91, and II-10, p. II-92. Figure II-9 identifies the education goals of the Illinois State Board of Education that are related to career guidance. Figure II-10, on the other hand, identifies the goals and objectives of the Department of Adult, Vocational and Technical Education Three-Year State Plan for Vocational Education in Illinois, FY 1980-1982.

Application of Behavioral Objectives. Measurable objectives related to the planning-implementation-evaluation cycle can be divided into two major categories: (1) program management objectives and (2) student performance objectives. These two categories of objectives may be defined as follows:*

Program Management Objectives are:

Statements describing program and multiprogram level TARGETS related to specific quantitative indicators such as staff utilization, facility utilization, student attrition, student placement, unit costs, etc.

Statements describing management intents of planning for change and problem solving.

Student Performance Objectives are:

Statements describing what the student (learner) will DO following successful completion of instruction.

Word pictures describing STUDENT PERFORMANCE when he has successfully completed a learning sequence.

Word images describing visible, observable student performance that will be displayed by successful learners.

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*Adapted from "Writing Measurable Objectives for Occupational Education," Illinois State Board of Education, Springfield, Illinois.

FIGURE II-9

EDUCATIONAL GOALS OF THE ILLINOIS STATE BOARD OF EDUCATION RELATED TO CAREER GUIDANCE *

Adult Education

Communities are encouraged to provide experiences that emphasize survival skills of reading and literacy and to offer easy access to other programs, especially in consumer skills and vocational and technical education.

Bilingual/Bicultural Education

Schools should offer quality programs to students for whom English is a second language.

Career Education

Children should be prepared for the world of work through career awareness, exploration, and orientation programs. All types of occupations should be shown as having an important place in today's world.

Dropout/Truancy

The state should assist local school districts by finding new ways to respond to the needs of students.

Educational Alternatives

The Board invites community and professional involvement in planning for alternative means of educating youngsters.

Special Student Populations

Sufficient challenges should be offered for gifted children and adequate safeguards provided for handicapped students. Efforts should continue to locate and serve students not presently being served. The State Board will provide leadership, assistance, and resources to the fullest extent possible.

Reading and Literacy

Assure that students are able to read and communicate effectively and provide right-to-read programs for all citizens.

Vocational Education

School systems should provide vocational counseling and training to all who can benefit by it.

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*Adapted from the 1977 Illinois State Board of Education Learner Goals.

FIGURE II-10

GOALS AND OBJECTIVES OF THE THREE-YEAR STATE PLAN FOR VOCATIONAL EDUCATION IN ILLINOIS FY 1980-1982

Goal 1: Provide for the effective administration of vocational education.

Objectives:

A. Provide a state staff of professional and operational personnel qualified by education and experience and in sufficient numbers to enable the State Board of Education to assure proper administration of vocational education programs under the State Plan.

B. Administer a system for statewide evaluation of local vocational education programs.

C. Provide for the identification and utilization of information for state and local vocational education planners.

D. Support activities to improve state and local administration of vocational education.

Goal 2: Provide relevant vocational education opportunities which have equal access for all individuals.

Objectives:

A. Support the delivery of vocational education programs.

B. Support vocational programs and services for economically disadvantaged youth.

C. Develop and expand special cooperative vocational education programs for handicapped and disadvantaged persons.

D. Implement new programs of vocational education based upon actual or anticipated opportunities for employment.

E. Support vocational education activities to assist individuals in making the transition from education to employment.

F. Support activities related to the improvement of job satisfaction and worker productivity.

G. Support consumer and homemaking instructional programs, services, and activities.

H. Support the acquisition of instructional equipment to improve vocational education programs.

FIGURE II-10 (Continued)

I. Support innovative arrangements in vocational education.

J. Expand vocational education programs and services for handicapped and disadvantaged persons including persons of limited English proficiency.

K. Develop and expand vocational programs for adult special populations.

L. Develop and implement activities and services to overcome sex discrimination and sex stereotyping in vocational education.

Goal 3: Provide ancillary services to assist individuals in their occupational development.

Objectives:

A. Increase the availability and scope of vocational guidance and counseling services and materials.

B. Increase availability of placement services for vocational education clientele.

C. Support vocational student organizations as an integral part of vocational education programs.

Goal 4: Provide vocational programs and services which promote and improve economic development at the local level.

Objective:

A. Support activities which impact on economic development.

Goal 5: Provide for the improvement of vocational education programs and services.

Objectives:

A. Support research development, demonstration, and diffusion of innovative vocational education programs and services.

B. Support inservice activities to improve the competencies of vocational education personnel.

C. Support activities which relate to the professional development of vocational education teacher educators, teachers, administrators, and ancillary personnel.

D. Develop instructional materials and curricula for vocational education.

E. Support the dissemination and utilization of vocational curricula and materials.

Program management objectives can benefit career guidance personnel in a variety of ways. For example, they can:

1. Serve as an excellent planning vehicle.
2. Foster efficient use of personnel energies.
3. Provide a framework for budget decisions.
4. Demonstrate progress and establish a basis for evaluation.

Similarly, student performance objectives also serve a valuable purpose for practitioners. For example, they can:

1. Clarify and communicate expected outcomes for learners, employers, administrators, evaluators.
2. Help select and organize appropriate learning activities.
3. Enable more accurate assessment of learner achievement.
4. Form the basis for systematic instruction.

Procedural Considerations

There is no single best procedure for writing objectives; individuals will develop their own style of stating objectives. The following procedural considerations, however, must be considered:

1. All objectives must contain the three components characteristic of objectives.
2. Objectives must respond to all programmatic needs mandated by state or federal legislation.
3. Objectives must be conceivable, i.e., are able to be put into words.
4. Objectives must be achievable in the time span under consideration.
5. Objectives must be presented without alternatives.

Contextual Considerations

When writing either program management or student performance objectives, it is important to remember that the objectives should:

1. Reflect the characteristics of the people to be served.
2. Reflect the available resources.
3. Allow for individuality in performance.
4. Be based on an initial assessment of specific skill.
5. Specify how the objective will be evaluated.

To review, an objective is simply the reorganization of a stated need so that one's intent can be measured. Setting objectives is prioritizing and organizing these statements. Objectives may be written to address either program management or student performance issues. The three-year plan of the Department of Adult, Vocational and Technical Education provides an example of program management objectives.

REFERENCES

Department of Adult, Vocational and Technical Education. Writing Measurable Objectives for Occupational Education. Springfield, IL: Illinois State Board of Education, 1977.

Herr, E. L., & Cramer, S. H. Career Guidance Through the Life Span. Boston: Little, Brown and Company, 1979.

Institute of Governmental Services, University of Massachusetts. Massachusetts Career Guidance Handbook. Boston: State Department of Education, Division of Occupational Education, 1979.

Ryan, T. A. Defining Behavioral Objectives. Paper presented at AERA Convention, Los Angeles, California, 1968.

Implementation

CHAPTER III

IMPLEMENTING PROGRAMS

INTRODUCTION

The implementation of guidance programs and activities should be based on careful planning, i.e., based on the assessment of local needs and resources and the identification and establishment of specific objectives. The implemented programs also provide the bases for program evaluation. Thus, implementation is the central phase of the planning-implementation-evaluation cycle. In like manner, the implementation chapter is the central chapter of this handbook. Its centrality is purposeful. This chapter was developed for the purpose of providing activities and information that may be used to meet the career guidance needs of all students.

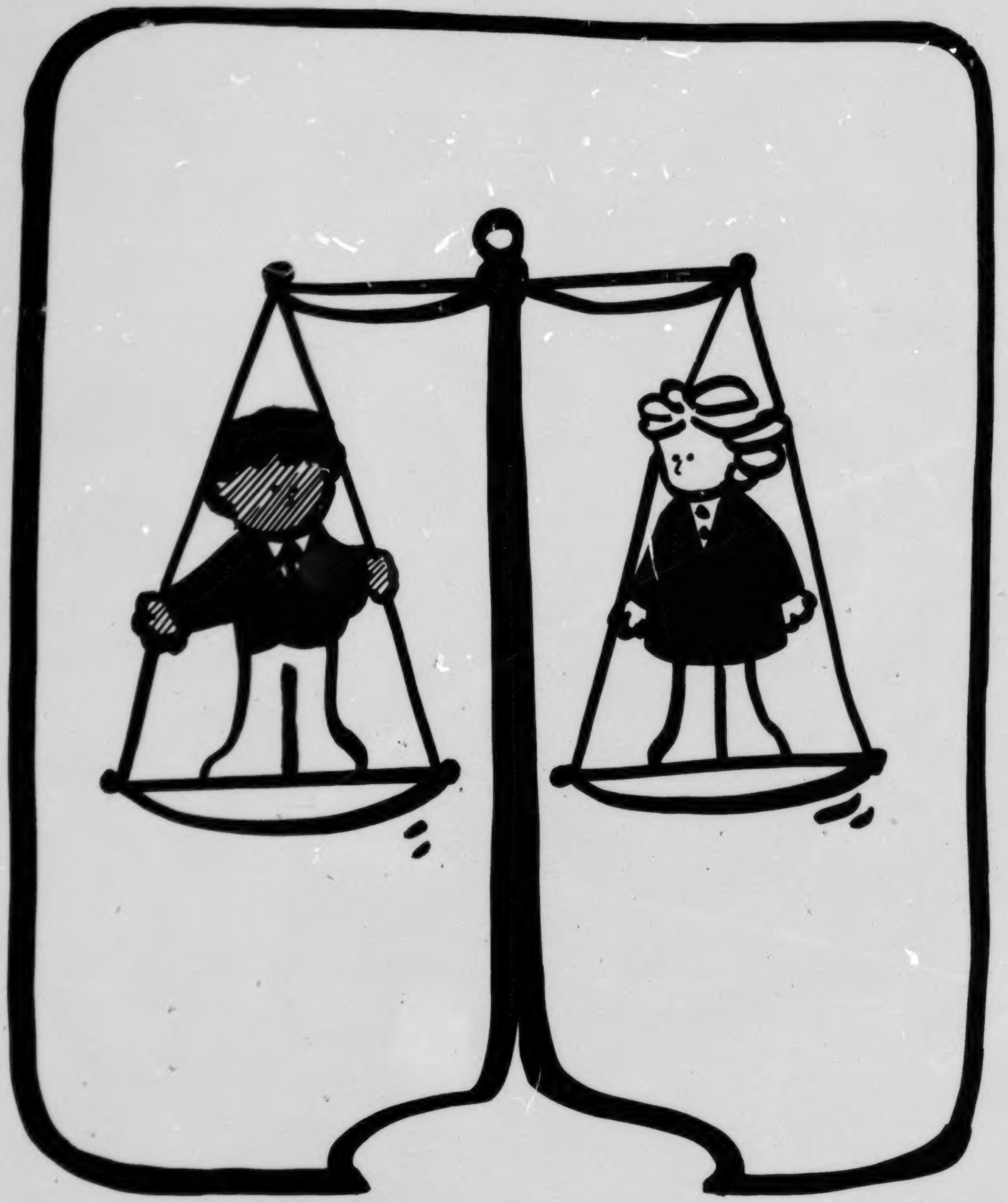
As mentioned in Chapter I, career guidance is for all people. All students, both those seeking employment after the completion of high school and those who are college bound, should receive appropriate career planning assistance. Several factors (e.g., federal laws, educational innovations, employment opportunities) have had an impact on the work done by career guidance personnel. The impact that many of these factors have had and will continue to have are also addressed in this chapter.

ORGANIZATION OF THIS CHAPTER

This chapter is divided into two sections: school-related programs and work-related programs. The first section, school-related programs, contains five units: (1) laws barring discrimination in education; (2) affirmative action guidelines for career guidance personnel; (3) group guidance activities; (4) interest inventories; and (5) computer assisted guidance. The first two units focus on the laws, regulations, and policies that shape and influence career guidance activities. The last three units focus on learning experiences which help students expand their knowledge, attitudes, and skills in career guidance, commonly used career appraisal instruments, and uses of the computer in guidance.

There are six units in the work-related section of the chapter. They are: (1) youth employment laws; (2) labor market overview; (3) work experience programs; (4) apprentice programs; (5) job placement; and (6) post-secondary school placement and financial aid.

Anti-Discrimination Laws



SCHOOL-RELATED PROGRAMS

LAWS BARRING DISCRIMINATION IN EDUCATION

Living in a country based upon a constitutional democracy we are governed by laws which protect our rights. While some laws appear to be restrictive, their intent is to improve the quality of our lives.

The field of education is not exempt from rules and regulations. Their presence indicates an effort to improve the quality of education and to insure a free, appropriate public learning opportunity for all students regardless of race, color, sex, religion, national origin, or handicap.

Since the 1960's there have been a number of federal and state laws and regulations delineated which have affected the field of education. Examples of these are the 1976 Amendment to the Vocational Education Act (P.L. 94-482), Education of All Handicapped Children Act (P.L. 94-142), Rehabilitation Act of 1973 (P.L. 93-112), and others.

These laws and their accompanying regulations were established in order to address systematically the needs of special populations who had been underserved. For example, in the past handicapped learners were often institutionalized, or, worse, ignored as they passed through their public schools. Students for whom English was not the native language were expected to "pick up" English as they moved from grade to grade. Often these children missed the early

Supplementary Resources

You may find additional assistance by looking at the following sections of this handbook.

- Affirmative Action, p. III-9
- Assessing Needs, p. II-3
- Assessing Resources, p. II-25
- Bilingual Vocational Education, Appendix A3
- Financial Aid, p. III-195
- Interest Inventories, p. III-113
- Job Placement, p. III-179
- Setting Objectives, p. II-89
- Sex Equity, Appendix A28
- Special Needs Students, Appendix A24
- Work Experience, p. III-163
- Youth Employment Laws, p. III-137

reading and math skills, impeding their ability to later learn complex skills. In other instances, curricular and extracurricular opportunities were not fully available to all students due to racial or sexual bias.

Career guidance services were also often inadequate for these special groups. Rarely did students receive career guidance in their primary language. Career opportunities were often presented in a narrow spectrum with race, color, sex, national origin, and religion as limiting factors rather than unique options for career determination.

The purpose of this unit is to briefly review the laws applicable to education which ban discrimination on the basis of race, color, religion, sex, national origin, or handicap; to give resources to which one can turn for further assistance; and finally to discuss the career guidance counselor's role relative to serving all students in a non-discriminatory way.

To prohibit discrimination within education, including career guidance, the federal and state governments have passed a number of legislative acts. Those related to eliminating discrimination because of handicap are: Amendment to the Vocational Education Act of 1976 (P.L. 94-482); Education of All Handicapped Children Act of 1975 (P.L. 94-142); and Rehabilitation Act of 1973 (P.L. 93-112, Section 504). Those related to the elimination of discrimination because of race, sex, color, national origin, and/or religion are: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Equal Pay Act of 1963; and Executive Order 11246.

It is beyond the scope of this handbook to treat the specific content of each of these laws in depth. However, to put all of these laws into perspective refer to Figure III-1, p. III-7, which lists the various laws and denotes the discrimination banned. The figure also shows the relationship of these laws to federal funds, public education institutions, and employment practices. More detailed descriptions of Section 134 of P.L. 94-482, P.L. 94-142, and P.L. 93-132 may be found in Figure III-2, p. III-8.

In the event that additional clarification of a specific law or any other type of assistance relative to compliance is needed, the following agencies can be of service.

LAW	RESPONSIBLE AGENCY
P.L. 94-482	Louise Dailey Consultant Services Section Department of Adult, Vocational and Technical Education

LAW	RESPONSIBLE AGENCY
P.L. 94-482 (continued)	Illinois State Board of Education 100 North First Street Springfield, IL 62777 Phone: (217) 782-4876
P.L. 94-142	Beth Bandy Department of Specialized Education Services Illinois State Board of Education 100 North First Street Springfield, IL 62777 Phone: (217) 782-4876
P.L. 93-112 (Section 504)	Tom Murray Affirmative Action Office Illinois State Board of Education 100 North First Street Springfield, IL 62777 Phone: (217) 782-4876
Title VI, Civil Rights Act of 1964	Tom Murray Affirmative Action Office Illinois State Board of Education 100 North First Street Springfield, IL 62777 Phone: (217) 782-4876 or Illinois State Department of Human Rights 100 North First Street Springfield, IL Phone: (217) 785-5100
Title VII, Civil Rights Act of 1964	Tom Murray Affirmative Action Office Illinois State Board of Education 100 North First Street Springfield, IL 62777 Phone: (217) 782-4876 or Illinois State Department of Human Rights 100 North First Street Springfield, IL Phone: (217) 785-5100

LAW	RESPONSIBLE AGENCY
Title IX, Education Amendments of 1972	Tom Murray Affirmative Action Office Illinois State Board of Education 100 North First Street Springfield, IL 62777 Phone: (217) 782-4876
Equal Pay Act of 1963	Tom Murray Affirmative Action Office Illinois State Board of Education 100 North First Street Springfield, IL 62777 Phone: (217) 782-4876
Executive Order 11246	Tom Murray Affirmative Action Office Illinois State Board of Education 100 North First Street Springfield, IL 62777 Phone: (217) 782-4876
Illinois State Human Rights Act of 1979	Illinois State Department of Human Rights 100 North First Street Springfield, IL 62777 Phone: (217) 785-5100

FIGURE III-1

AREAS OF COVERAGE, FEDERAL AND STATE ANTI-DISCRIMINATION LAWS

	P.L. 94-142	P.L. 94-482	P.L. 93-112	Title IX	Title VI	Title VII	Equal Pay Act 1963	E.O. 11246	Illinois Human Rights Act	
1. Federal Law	X	X	X	X	X	X	X			
2. State Law									X	
3. Bars Discrimination on the basis of:										
- Race					X	X		X	X	
- Color					X	X		X	X	
- Religion						X			X	
- Sex		X		X		X	X	X	X	
- National Origin						X		X	X	
- Handicap	X	X	X						X	
4. Applies to all Recipients of Federal Funds		X	X		X	X		X		
5. Applies to Publicly Supported Educational Institutions	X	X	X	X	X	X		X	X	
6. Applies to Employment Practices			X	X		X	X		X	

FIGURE III-2

LEGISLATION AFFECTING DELIVERY OF CAREER GUIDANCE SERVICES: P.L. 94-482, P.L. 94-142, P.L. 93-112

P.L. 94-482
(Section 134)

Section 134 of the 1976 Amendment to the Vocational Education Act (P.L. 94-482) mandates support for the initiation, implementation, and improvement of vocational development guidance and counseling programs designed to address the changing work patterns and career needs of women, displaced homemakers, single heads of households with inadequate job skills, youth offenders, and adults in correctional institutions, persons of limited English-speaking ability, out of school individuals, people seeking second careers, early retirees, and the elderly. At least 20 per cent of state funds available under this act should be allocated for such programs. The law also provides for educational and job placement services, the development of improved career counseling materials which are free, and for programs designed to assist career guidance personnel or their clients obtain more experience in the work establishments of business, industry, the professions, and other occupational pursuits.

P.L. 94-142

Mainstreaming is stressed in the Education for All Handicapped Children Act (P.L. 94-142). This Act mandates a free, appropriate education for all handicapped children and youth within the least restrictive environment. The law indicates that the Commissioner of Education may withhold funds designated for the education of the handicapped under the Elementary-Secondary Act of 1965 and the Vocational Education Act if compliance with 94-142 is not obtained. A critical element of the law is the provision for an individualized education program (I.E.P.) for students with special needs. The involvement of vocational educators in the formulation of the I.E.P. will increase as more special needs students are placed in the "least restrictive environments" for vocational training.

P.L. 93-112

The Education for All Handicapped Children Act is linked to the Rehabilitation Act of 1973 (Section 504). The Rehabiliation Act represents a major Federal commitment to the handicapped in the form of a civil rights law. The law is designed to help protect the rights of handicapped persons and to end discrimination on the basis of a handicap. The Act applies to all programs and activities receiving federal funds, not just to the individual programs financed with federal money. In addition, all federal funds are jeopardized by non-compliance, not just those being received for the handicapped. The regulations extend to employment practices, program accessibility, pre-school, elementary and secondary education, post-secondary education, and health, welfare, and social services.

Affirmative Action

THE ROLE OF CAREER GUIDANCE PERSONNEL IN AFFIRMATIVE ACTION

Career guidance personnel are key people in the educational system in carrying out the intent of those laws barring discrimination identified in the earlier section. Compliance must involve an active approach rather than just a passive one. Career guidance counselors are critical in this regard through their efforts in admissions policies and course advising, career guidance practices, and appraisal instrument use. It is the purpose of this unit to discuss the role of career guidance personnel as it relates to promoting affirmative action and equal educational opportunity in the following areas: (1) admissions policies and course advising; (2) career guidance practices; and (3) use of appraisal instruments.

Admissions Policies and Course Advising

Career options for many students can be opened or closed quite early in their educational life, often depending on the courses they take during their high school years. Federal and state laws make it absolutely clear that no student can be denied admission to a school program on the

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Anti-Discrimination Laws, p. III-3

Assessing Needs, p. II-3

Assessing Resources, p. II-25

Cooperative Education, Appendix A8

Interest Inventories, p. III-113

Job Placement, p. III-179

Occupational Survival Skills, Appendix A17

Rehabilitation Services, Appendix A22

Sex Equity, Appendix A28

Work Experience, p. III-163

Youth Employment Laws, p. III-137

basis of sex, race, color, religion, national origin, or handicap. Therefore, the following factors should be incorporated into admissions and advising policies.

- All public schools in the district must admit students without regard to sex, race, color, religion, national origin, handicap, or limited English-speaking ability.

- Recruitment activities and materials should be representative of a broad range of occupational opportunities and should not be limited on the basis of race, color, national origin, handicap, or sex. To the extent possible, recruiting teams should include a representation of minorities.

- Promotional activities and materials may not create or maintain stereotypes and limitations based on race, color, national origin, sex, or handicap. If the school's service area contains a community of national origin minority students with limited English language skills, promotional materials must be distributed to that community in its language.

- Any admissions criteria administered, including but not limited to testing, use of recommendations, and interviewing, must not have a disproportionately adverse effect on members of one sex or of a minority group and must validly predict success in the educational program.

- No school can require completion of courses or programs which were previously denied to members of one sex or essentially inaccessible to any racial, ethnic, religious, linguistic, or handicapped group for admission to that school.

- No school can discriminate against or exclude any person on the basis of marital or parental status, pregnancy, childbirth, termination of pregnancy, or recovery therefrom.

- Selective secondary schools in the district must take steps to insure that the student population reflects proportionately the number of males, females, and racial and ethnic groups present in the secondary school population of the geographic area served by that school.

- Special efforts must be undertaken to notify and recruit members of the sex or minority group previously limited or currently underrepresented in admission to any selective school.

- No courses of study, such as industrial arts, home economics, health, or typing can be conducted for or required of only females or males.

- No students can be scheduled into classes on the basis of sex.

- Linguistic minority students must be provided with appropriate bilingual instruction or other supportive services to insure their equal rights access to courses of study.

- Guidance personnel may not direct or urge students to enroll in particular programs or measure or predict student prospects for success in any way that discriminates on the basis of race, color, national origin, sex, or handicap.

- If a vocational education program disproportionately enrolls male or female students, minority or nonminority students or handicapped students, steps must be taken to insure that the disproportion does not result from unlawful discrimination in counseling activities.

Career Guidance Practices

A counselor's perception of students and their future options may influence students more than any other aspect of career guidance services. Consequently career guidance personnel must be particularly alert to their own biases, attitudes, and limited knowledge about a subject or different cultures. The following items should be used for compliance under career guidance practices.

- Counseling materials and activities (including student program selection and career/employment selection), promotional, and recruitment efforts must not discriminate on the basis of race, color, national origin, sex, or handicap.

- Counselors must be able to communicate effectively with national origin minority students with limited English language skills, and with students having hearing impairments. This requirement may be satisfied by having interpreters available.

- All students are encouraged to consider seriously all programs of study, courses, extra-curricular activities, educational and occupational opportunities on the basis of their individual interests, abilities, and skills rather than on the basis of sex, race, color, religion, national origin, handicap, or limited English-speaking ability.

- "Career Day" programs, occupational information, and employment and training recruitment material must make it clear to students in writing and pictorially that all options are open to them regardless of race, color, sex, religion, national origin, handicap, or limited English-speaking ability.

- All counselors should encourage and support students interested in non-traditional educational and occupational pursuits.

- Counselors must be aware of possible cultural and sexual bias in tests and take steps to counteract such bias in the administering and interpretation of these tests.

- Counselors must establish a personal sense of "cultural awareness" so that they may better understand the needs and concerns of students with cultural backgrounds different than their own.

Appraisal Instruments

The use of appraisal instruments or testing for career guidance purposes has been a traditional practice of career guidance personnel for many years. Recently, however, the use of a single test score as a determinant for decision making has been questioned. Most test and measurement experts now agree that good testing practice involves comparing the results of several assessment devices. Whatever credence is given to any one test (depending on its validity, reliability, and relative freedom from bias), its results should be given only partial weight in any decision. Other tests, grades, interests, and teacher/counselor recommendations should also carry significant weight.

Every school system should review its testing procedures in light of how they affect its own students, especially linguistic minority students. The following guidelines summarize compliance guidelines for appraisal instruments.

- Admissions/Selection Tests. Whenever tests are used to select students for admission to programs, the school system must determine that they do relate to subsequent performance. Any test used for admissions that consistently eliminates disproportionate numbers of minority or female students should be considered suspect, and its use as a decision factor suspended or, at least, reconsidered.

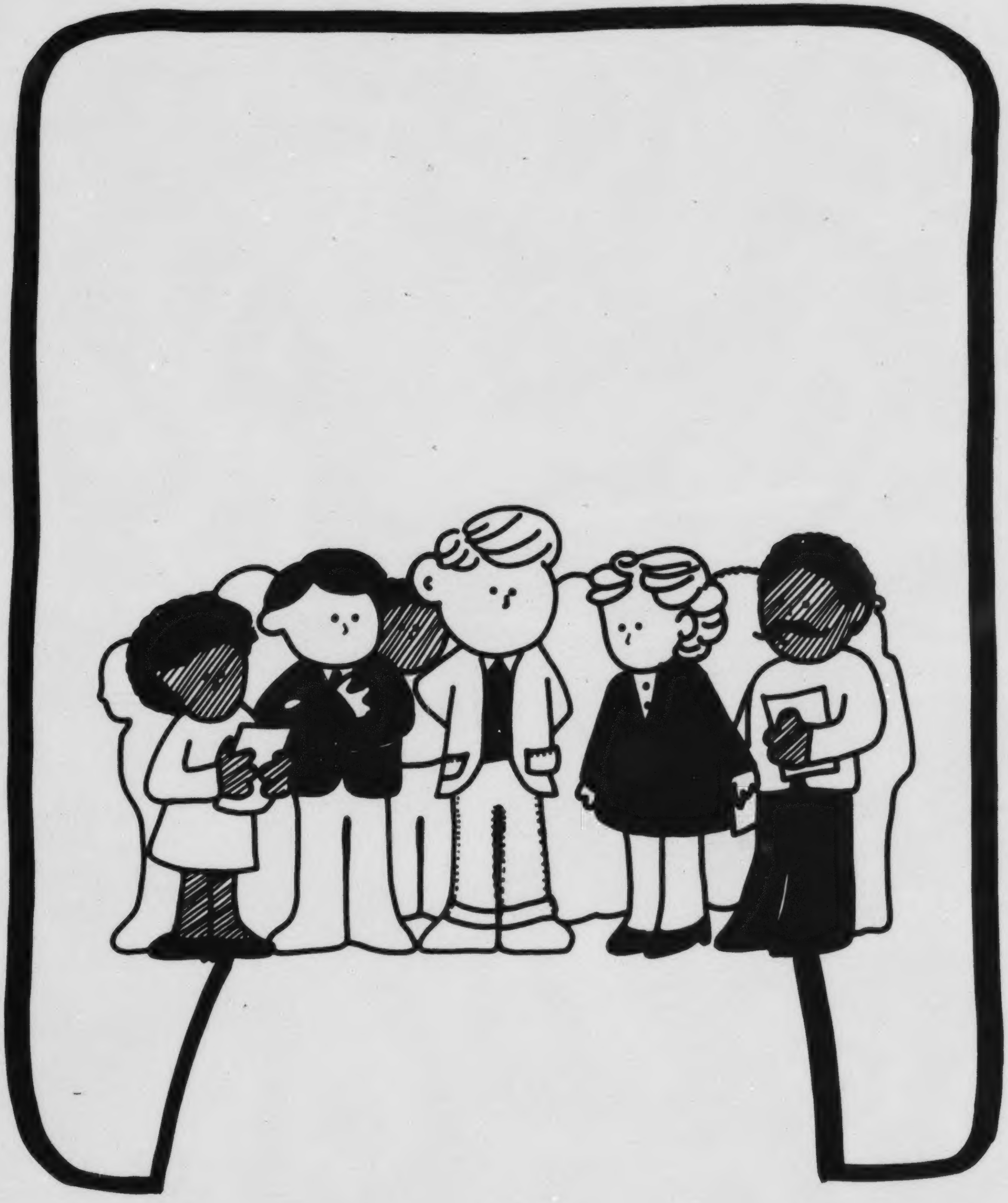
- Interest Inventories. Interest inventories should never stand alone as an indication of a student's preferences nor be treated as permanent measures. Any inventory results should only supplement the process of counseling in illuminating student interests, and in encouraging consideration of broad options.

- Department Policies. Department policies should be developed to guide counselors in using and interpreting these tests. Only within the last five years have inventory publishers begun to remove sex bias from the instruments. Most now have up-to-date reference materials on bias, which counselors must request. (For helpful guidelines, see the preface to Esther Diamond's Issues of Sex Bias and Sex Fairness in Career Interest Measurement.)

- Occupational Stereotyping. Counselors will need to address the issue of occupational stereotyping directly with students. Any stereotyping that remains implicit in test forms and results must be positively counteracted. Because students themselves may place more weight on the outcomes of interest testing than is warranted, counselors will also need to help students properly analyze the outcomes. Students need to understand that as time passes, new experience and learnings may change their interest patterns.

Linguistic Minority Students. Tests that rely on English comprehension and usage, whatever their purpose and content, are obviously inadequate for obtaining valid results from students of limited English-speaking ability. School systems will need to review their testing program as it affects linguistic minority students. Options for non-discriminatory testing include: eliminating such tests as criteria; providing primary-language versions of tests (in fully comparable translations); developing assessment mechanisms that do not rely on English fluency for specific content areas.

Group Activities



GROUP ACTIVITIES FOR CAREER GUIDANCE

In this age of accountability, career guidance personnel are increasingly expected to justify their programs, and to take on additional role responsibilities. Critical realities such as these suggest that traditional one-to-one career guidance for all students is an unaffordable luxury. It is not surprising, therefore, that group guidance techniques are advantageous because they allow career guidance personnel to: (1) work with more students and thereby make more efficient use of available time; (2) increase student learning by group interaction; (3) provide students with specific knowledge, attitudes, and skills; and (4) relate career guidance more closely to the total curriculum.

Group activities may be designed to address any career related topic. Because of space limitations, however, we have elected to restrict our examples of group activities to four topics: Self-awareness, career exploration, decision-making, and career planning and placement. On the following pages are a variety of group activities associated with these four topics. A list of these activities and the primary content emphasis of each may be found in Figure III-3, p. III-16.

The activities in this unit were taken from a number of sources, including other materials published by the Illinois State Board of Education. They were selected because they: (1) teach a specific career development skill (e.g., how to investigate a career); (2) are comprehensive (e.g., identified objectives and activities); are suitable for secondary school and adult students; and (4) identify a number of practical options for completing each activity.

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Affirmative Action, p. III-9

Anti-Discrimination Laws, p. III-3

Computer Assisted Guidance, p. III-121

Evaluation, p. IV-1

Setting Objectives, p. II-89

FIGURE III-3

MATRIX GUIDE TO CAREER GUIDANCE ACTIVITIES

	Page	Self-Awareness	Career Exploration	Decision Making	Career Planning and Placement
Who Am I?	III-17	X			
Seeing Some of My Abilities	III-22	X			
People Have Different Lifestyles	III-27	X		X	
Getting Along with People	III-32	X			
Leisure Time	III-37	X	X		
Coping with Frustration	III-41	X			
Listening Skills	III-46	X			
Respecting the Boss	III-51	X			
Jobs Are No Longer Male or Female	III-55		X	X	X
How to Investigate Careers	III-60		X		X
Pitfalls in Career Planning	III-65		X		X
Training and Educational Requirements	III-71		X		X
Using CETA	III-76		X		X
Jobs Requiring Skills in Subject Matter Areas	III-79		X		X
Interviewing Workers	III-82		X		X
What I'd Do If	III-87			X	
Strength Skits	III-90	X		X	
Systematic Decision Making	III-94			X	
Learning to Make Decisions	III-98			X	
Choosing Changes	III-101		X	X	
Job Sources	III-104				X
Seeking People as References	III-109				X

WHO AM I?*

Lead-In:

Even though people in a crowd seem to be all alike, each person holds a set of characteristics all of his or her own. Because of these different characteristics, each person functions in a certain way, and in that way makes a contribution to society.

Basic to finding one's unique characteristics in order to capitalize upon them, is to identify realistically bits and pieces of his or her personality.

Focus:

1. To identify basic characteristics of one's own personality.
2. To assist students to understand that employers place as much importance on the personality of an employee as they do on skills and training.

Activities:

1. Discuss the following topics:

    a. What is personality?
    b. What is character?

    Find the meaning of:

    a. Sincere
    b. Dependable
    c. Humble
    d. Criticism
    e. Integrity
    f. Hostile
    g. Destructive
    h. Affectionate
    i. Rationalize
    j. Motive

    To make the definitions come alive, divide the students into two groups. Each group is to dramatize an employee with that characteristic, and an employee who needs to practice achieving it. Discuss how someone can go about strengthening characteristics which are weak.

2. As a class, list ways that all of the students in the class are alike. In order to proceed, lump physical

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

features together with one or two statements. Try to get the students to think about temperaments, abilities, interests, values, goals, etc. When as many similarities as possible have been listed, distribute the WORKSHEET on page 20. These sheets are to assist students in identifying their differences. Be sure to talk with each student when the sheet is completed.

3. Assist students to develop a process for strengthening weaknesses using this procedure:

   a. Determine what the problem is.
   b. Look at self to determine where fault might lie.
   c. Develop several possible solutions to the problem.
   d. Try out one of these new plans.
   e. Determine if new plan works as you have tried it, if it needs to be changed some, or if it needs to be discarded completely and a new approach taken.

4. Study the following character traits. Know their meanings.

   Dependable
   Posture
   Loyal
   Enthusiastic
   Forgive
   Cooperate
   Healthy
   Accurate
   Criticism
   Tact
   Judgment
   Speedy
   Flexible
   Patient
   Punctual
   Honest
   Willing
   Trust

   Use the WORKSHEET on page 21 as a self-help activity. You may want to rate each of the students on the same characteristics and then compare your responses with those of the student. Make a list of the characteristics needing improvement, and work with each student to strengthen weak characteristics.

5. Read this jingle.

   "Self-confidence"

   If you think you are beaten, you are.
   If you think you dare not, then don't.
   If you'd like to win, but you think you can't
   It's almost a cinch you won't.
   If you think you'll lose, you're lost;
   For out in the world we find
   Success begins with a fellow's will . . .
   It's all in the state of mind.

   - author unknown

   Name some famous people who exhibit great self-confidence. How does one go about gaining a positive attitude about self?

6. Ayn Rand wrote a book, Selfishness Is a Virtue. What does she mean? At what times does one have to put self first? Contrast the idea, "I cannot expect others to carry the whole load," with the concept, "I cannot do everything all by myself." Under what circumstances are each valuable concepts? When can each be dangerous?

7. Ask students to bring their baby pictures to class. Number the pictures and put them around the room. Have students try to identify each picture. Discuss: How have physical characteristics changed since childhood? Do character traits change? What influenced their changing? What has been the greatest change element in each of your lives?

8. Select one student to be "Kid for the Week." That student is to bring pictures, hobbies, precious possessions, choice of a guest to visit class, etc. Pay special attention to that student each day during the week. One day eat lunch together, just the two of you.

9. Suppose you are at the lake. Someone you do not know is drowning. Since you are not a good swimmer, should you go to the rescue? What would your parents want you to do? People often act on instinct rather than thought. Why do we hear so much today about not wanting to get involved?

10. Provide various types of magazines. Ask students to make collages which describe themselves. Label and display.

III-20
WHO AM I?

SELF-INVENTORY WORKSHEET

DIRECTIONS: Think about yourself. Answer the questions below. Talk with you teacher/counselor about your answers.

I. Scholastic Record: (Examples: History, Math, Science, Language, Home Ec., and others).

A. My two favorite subjects are:

(Subject)	(Reason)
1. ____________________	____________________
2. ____________________	____________________

B. My two least favorite subjects are:

1. ____________________	____________________
2. ____________________	____________________

II. Personal Data: (Examples: athletics, movies, parties, traveling, knitting, TV, concerts, reading, fishing, cooking, talking, working on cars, and others.)

A. I am interested most in:
____________________ and ____________________

B. My outstanding accomplishments are in:
____________________ and ____________________

C. My favorite activities in school are:
____ Athletics ____ Movies ____ Parties ____ Traveling ____ Knitting ____ TV ____
____ Concerts ____ Reading ____ Fishing ____ Cooking ____ Talking ____ Others ________

D. My favorite activities outside of school are: ____________________

E. When I think about parents, brothers, sisters, teachers, and other, I get along best with ____________________

F. To sum up my health, I would say I am in ____________________ health.

G. My main weaknesses are that I am: ____ Careless ____ Lazy ____ Moody ____ Absent-minded ____ Immature ____ Naughty ____ Slow ____ Name any others ____________

H. The two things that I value most are:
____ School ____ Possessions ____ Family ____ Friends
____ Church ____ Leisure ____ Money ____ Home Name any others ______

I. Two activities that I would like to participate in but have not been able to are ____________________ and ____________________

III. Occupational Interests

A. Three job fields that are of interest to me are:

1. ____________________________________
2. ____________________________________
3. ____________________________________

WHO AM I? WORKSHEET

DIRECTIONS: Below are statements about character and social traits. Think about yourself. Be honest. Rate yourself in the following way:

A = Always
B = Usually
C = Sometimes
D = Seldom or never

___ 1. I am dependable. I do things without being told to do them. I am there when I am needed.

___ 2. I am punctual. I complete my work on time and get to my classes on time.

___ 3. I cooperate with others. I work to help the group complete its work.

___ 4. I show good judgment and use common sense. I get the facts and look things over before I decide what to do.

___ 5. I am neat and clean. I keep my body and clothing clean. Things I work with are also kept clean.

___ 6. I have good posture. I walk, sit, and stand without slouching.

___ 7. I speak well. I say my words clearly and loudly enough to be heard.

___ 8. I am healthy. I am not sick very often.

___ 9. My work is accurate. I am careful not to make mistakes. I listen closely to instructions.

___10. I am speedy. I can get my work done quickly.

___11. I am flexible. I do not get upset or confused by changes in my life. I can quickly learn to work with new people, places, and things.

___12. I am honest. I do not lie, steal, or waste materials.

___13. I am loyal to my friends. I help those who depend on me and stick by them when they need me.

___14. I show tact, I say the right thing at the right time and do not hurt people by thoughtless remarks.

___15. I trust other people. I think most people are good and will be of help to me.

___16. I am a hard and willing worker. I am eager to work long and hard to get something done.

___17. I am enthusiastic. I am willing and ready to try new things.

___18. I can forgive others. I do not hold a grudge.

___19. I can take criticism from others. I do not get mad easily when someone tells me what I did wrong.

___20. I am patient. I can wait my turn without pushing or shoving to get in front of others.

SEEING SOME OF MY ABILITIES*

Think About It:

At times we think we cannot do anything. Other times we feel very good and we may even think we are able to do more than we really are.

Have you ever sat down and decided just what your abilities are? You may be surprised to find that you have many more than you might expect.

To know what you can do well, and to find out what you need to work on are both very important. Be aware of your abilities because they will take you where you want to go.

Optional Activities:

1. There Is This Person I Know Very Well Who . . .

   Write a story about yourself. Think of all your good qualities, the things you can do well, and the parts about you that people like. Be very truthful. Do not use the words, "I" or "me." Rather, write your story as if you were talking about someone you know. Name at least 5 jobs that this person (you) probably could do very well.

2. Just What Are My Abilities - Let Me Think

   Every person is different. Some people seem to have many abilities. Others seem to only have a few. But probably all people have more abilities than they think they have. Look at the items on the Worksheet on page 25. Think about yourself. Be very honest. Remember, there are no right or wrong answers. When you have finished the Handout, talk with your teacher about it.

3. Can You Read the Newspaper Comics?

   On the Worksheet on page 26, a number of abilities are listed. Think about each one of them. Which ones are your abilities all the time? Which are your abilities sometimes? Which are abilities that you do not have? After you have finished the activity, see which column has the most answers in it. In what area are you strongest? The weakest? What does this tell you about your abilities?

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*From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

4. Let's Talk About Me Today

Plan this activity with your teacher. To help you think seriously about your abilities, ask your teacher and two or three of your best friends in the class to form a committee. Ask your "committee" to name all of your good qualities. No negative comments are to be made. You are only allowed to ask questions. However, your "committee" may disagree with each other. You cannot agree or disagree with what they say about you. Ask these and other questions to help them think of things about you:

- What do you like about my looks?
- What do you like best about my personality?
- In what school subjects do you think I am best?
- Would I work better with ideas, or with things?
- What kind of jobs would be best for me?

5. Of Course I Am Strong . . . . Very Strong!

Think about these qualities. Which ones would you say you have?

1. STRENGTH - I am in good condition. I could move heavy materials for several hours at a time.

2. READING - If a job needed me to read much and understand what I read, I could do that.

3. WRITING - I can write good sentences and paragraphs if a job would need me to do that.

4. WORKING WITH MY HANDS - I can work very quickly with my hands. Putting things together is easy for me. Figuring out how things work is not difficult for me. If a job needed me to use my hands, I would like that kind of job.

5. WORKING WITH PEOPLE - I enjoy being around people. It is fun just to talk. I would rather be with people than to be alone.

6. MATH - I am very good in math and could handle a job where math skills were used all the time.

7. OFFICE SKILLS - I can type. If a job needed a typist, I could handle that job. Other office machines are not a problem for me.

8. WORKING ABILITY - I like to work and enjoy seeing the boss pleased. Collecting a pay check is not the only reason I work. I also like to see a job done well.

Talk with your teacher; which of these are your strongest skills? Which are your weakest? What other abilities do you have?

6. I'll Draw You A Picture

Draw a cartoon which tells others how important it is that a person chooses a job which requires the abilities one has. For example: Someone who is weak and frail should never apply for a job working in a warehouse where heavy furniture needs to be moved all the time.

SEEING SOME OF MY ABILITIES

DIRECTIONS: Think about yourself. Answer the questions below by filling in the blanks to make true statements about you.

1. The best part about my looks is my ______________________________

because ______________________________

2. The reason my best subject is ______________________________, is because I
(name of subject)

____

3. People like me because I am ______________________________

and I am also ______________________________

4.

If you asked me to name the five things that I do best, I would say:	5. And if you asked me to tell you two jobs where I could use that ability, I would say:
a.	a. b.
b.	a. b.
c.	a. b.
d.	a. b.
e.	a. b.

6. Now, as I think about what I have said about my abilities, this is how I feel about myself:

SEEING SOME OF MY ABILITIES

DIRECTIONS: Read the statement. Then make an "X" in the column which describes how you rate yourself on that ability.

READING ABILITY:	YES	SOME-TIMES	NO
Can you read the newspaper comics?			
Can you understand your textbooks?			
Can you read and understand a 12th grade textbook?			
Could you put 100 items in alphabetical order?			
Can you correctly spell most of the words you need to use?			
Can you write so that other people can read it?			
MATH ABILITY:	YES	SOME-TIMES	NO
If an amount was $2.41, could you give a customer the correct change for a $20 bill?			
Could you find the cost for 14 items by adding them together?			
Could you multiply and find the cost of 67 items if you knew that one item cost $.97?			
Could you divide a number by 78?			
Can you do fractions?			
MECHANICAL ABILITY:	YES	SOME-TIMES	NO
Can you change a back tire on a 10-speed bicycle?			
Can you repair a leaky faucet?			
Can you repair a small appliance such as a toaster?			
Can you follow directions (using a recipe or building a model)?			
Can you type at least 30 words a minute?			
PHYSICAL ABILITY:	YES	SOME-TIMES	NO
Can you work on the same project for several hours without giving up before you finish?			
Could you lift objects weighing 20 pounds for several hours at a time?			
Do you usually feel well?			
Can you work several hours where it is very hot or very cold?			
Do you have trouble getting up in the morning?			
Can you understand what is being said even if there are loud noises in the background?			
Do you see as well at night with the lights on as you do in the daytime?			
If you were first at an accident, would you know what to do?			
WORKING ABILITY:	YES	SOME-TIMES	NO
Do you like being around a lot of people?			
Do you like to talk to old people?			
Can you do things with kids your own age without getting into arguments?			
Could you do what the boss says without arguing?			
Could you leave in the middle of your favorite T.V. show to go to work?			
Are you always on time?			
Do you have good control of your temper?			
Do you like to work?			

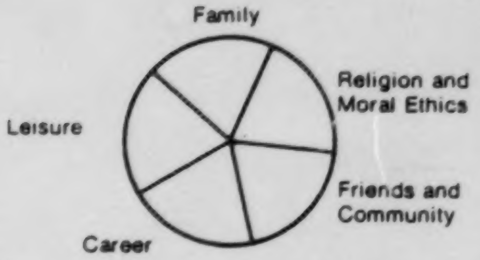
PEOPLE HAVE DIFFERENT LIFESTYLES*

Lead-In:

One's life is normally spent using time in the following five areas:

1. Family
2. Religion and Moral Ethics
3. Friends and Community
4. Leisure
5. Career

If one spent equal time concerned with each group or activity, it must be illustrated this way:



But usually people do not spend the same amount of time with each. The way one spends his or her time is called LIFESTYLE.

1. To discover the meaning of the term, "LIFESTYLE" and its parts.

2. To become aware that individuals use varying amounts of time for family, religion, friends and community, career, and leisure.

3. To develop an understanding as to how a career is involved with lifestyle.

Activities:

1. Find the definition of the word, "lifestyle." Through discussion, discover the different ways people spend their time. Discover three things that are important to each of the students in the class. How do these vary?

2. Assist the students with categorizing the five parts of the lifestyle as those listed above. List these five parts on the board; then list activities which would illustrate each segment. Segments will overlap. Suggestions are given below:

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

Family	Leisure	Religion & Morals	Friends & Community	Career
Cleaning the House	Riding a motorcycle	Going to Church	Sending a birthday card	Taking a high school shop class
taking care of the children	Watching TV	Helping Others	Helping with Scouts	Working at McDonald's

3. Choose a famous person whose career is interesting to the students. Together compose a paragraph which describes that person's lifestyle. Encourage the students to describe very specifically each of the five segments as well as they know from public opinion.

4. When the students are familiar with the term, "lifestyle," do the WORKSHEET on page III-30. After each student has divided the circles, meet back as a group allow individuals to illustrate to the class how they divided the circle, and give reasons for their decisions. Discuss.

5. To familiarize students with careers in relation to lifestyles do the WORKSHEET on page III-31. Discuss how often a choice of career dictates the lifestyle one must take. Stress that when selecting a career, one must think carefully about the lifestyle which will go along with the career.

6. Discuss these various parts of a lifestyle: types of clothing - casual and dress-up, hair styles, types of entertainment, hobbies, spare-time activities, types of friends, type of work, part of country in which you live, amount of money the family has, amount of money you have.

7. Identify the lifestyle of a famous person. Construct details to match the basic information given through TV and movies. Why do some TV stars want to keep their private lives hidden from the public? Why do others deliberately attract attention to themselves?

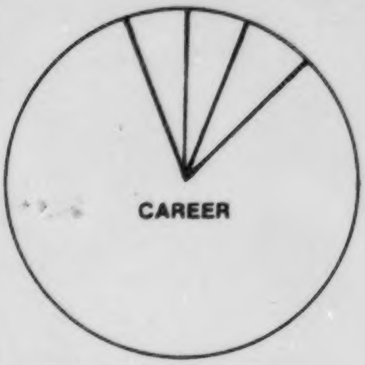
8. Take a field trip through various sections of town. Ask students to point out different lifestyles both in living areas and in working sections. Find three distinctly different types of churches. What is to be learned about lifestyles?

9. Ask students to bring from the library three pictures depicting contrasting lifestyles. Draw conclusions from the pictures which reflect details of each person's life. On what might this person have spent extra money, spare time, etc.?

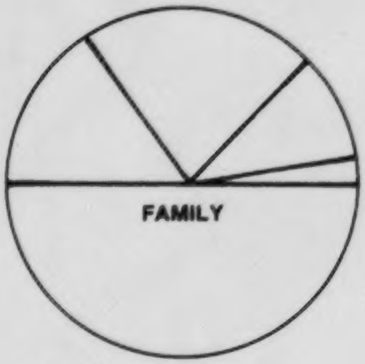
10. Ask a foreign exchange student to come to class to discuss lifestyles in his or her country. Ask the student to bring pictures, tools, and clothing which demonstrate differences in cultures. Students often have articles from other ethnic groups. Ask them to share them as well as stories they have heard. Tracing the family's "roots" may help the group to understand lifestyles too.

PEOPLE HAVE DIFFERENT LIFESTYLES

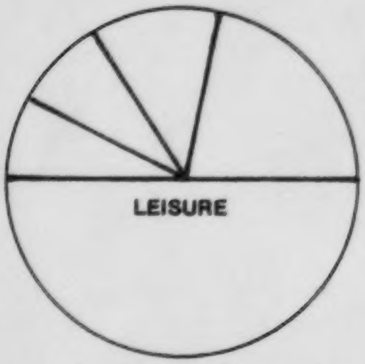
DIRECTIONS: Pictured below are illustrations of lifestyles. Decide which career listed below is probably: (Circle your answer).



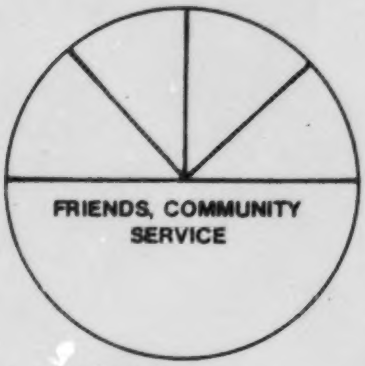
1. A Secretary
   A Store Clerk
   A Doctor



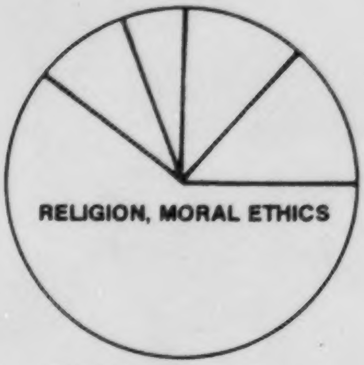
2. A Homemaker
   A Student
   A Politician



3. An Unemployed Part-time Student
   A Baker
   A Priest



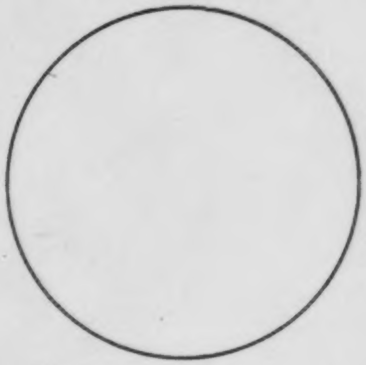
4. A Landscaper
   A Truck Driver
   A Mayor



5. An Animal Trainer
   A Carpenter
   A Nun

DIRECTIONS: Divide each circle into parts to show the lifestyle of the person described.

Joan is a welder. After her regular shift, she enjoys playing tennis or talking with her friends. Sometimes she watches TV or goes to the movies. Every spare minute she spends knitting or sewing.



Ernest is a baker at the supermarket. Since he works during the early morning hours, he is available to volunteer for Senior Citizen's activities. Mornings are spent driving the bus, and afternoons he helps with c[illegible]. Saturdays and Sundays [illegible] devoted to Church activities.

PEOPLE HAVE DIFFERENT LIFESTYLES

DIRECTIONS: The circle below represents your life. Divide the circle into parts representing the importance you place on these parts of your lifestyle. Mark and name each part:

- Family
- Religion and Ethics
- Leisure
- Friends and Community
- Career

DIRECTIONS: Now divide and mark the circles below to show the lifestyle of each of these persons:

The President of
the United States

Your Religious
Leader

A Homemaker

Someone you admire

Name____________________

GETTING ALONG WITH PEOPLE*

Lead-In:

More people lose their jobs because they cannot get along with others, than because they do not perform the skills required. Snobbishness, quarreling, and gossiping are three activities workers must avoid. Getting along with others is not always easy. Often one must work as hard at getting along with others as they do with the job itself.

Focus:

1. To understand the importance for getting along with others in all situations, including work.
2. To be able to identify methods for keeping situations amiable.

Optional Activities:

1. Make a list of guidelines for getting along with others. Some examples might include, but, not be limited to:
    - Treat others as you wish to be treated
    - Do not gossip
    - Be cheerful
    - Avoid sarcastic remarks about other people
    - Be a good listener
    - Practice good manners at all times
    - Rudeness never "pays off"
    - Maintain good health
2. Make posters to illustrate situations discussed in Activity 1. Allow each student to "tell the story" behind his or her poster. Discuss. Then hang posters where they will be seen by other students in the school.
3. When a mutual trust has been established among class members have a "true confession" session to discuss these topics:
    - How you keep the same friends for years.
    - Ways to adapt yourself to those who are younger, older, or who have different backgrounds.
    - How one should feel when a friend has a stroke of good luck.
    - Methods for forcing yourself to be pleasant to others.

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

- Necessity for admitting that you made a mistake.
- Win or lose: Ways to show good sportsmanship.
- How to be able to listen to advice as well as give it.
- Ways for being considerate, understanding, and tactful for the feelings of others.
- Skills on how to take praise and good fortune without getting a big head.
- Things to remember when it is necessary for you to play "second fiddle."

4. Hand out the WORKSHEET on page III-35. You may want to discuss possible implications of each statement as the students decide about themselves. Or, you may want to set the frame of reference in one of these settings: home, school, work. It might be interesting to do the activity twice and take a different frame of reference. No matter which way is selected, discuss with each student No. 21.

5. Each student is to write a case study about a situation where getting along with others is a problem. Stress to the class that they should write hypothetical cases to avoid embarrassment. After you have assisted each one to write with correctness and clearness of thought, have them read their cases to the class for discussion.

6. The WORKSHEET on page III-36 gives some situations where trouble might result if the situation is not handled properly. After the students have had time to think and have written their responses, divide the class into groups and role play the incorrect and correct ways to handle the situation.

7. Invite an employer, social worker, psychologist, and counselor to talk to students about importance of getting along with people and why some people have trouble keeping friends.

8. Through discussion try to determine what types of people are the hardest to get along with. Ask for students to describe characteristics (but not name persons) of people who disturb them. Point out ways for meeting the situation. Ask students to describe feelings within themselves when anger is mounting. Do their stomach muscles tense up, do they get hot, do they feel their eyes racing from place to place? Discuss how one can control feelings of anger and resentment when personal conflicts arise.

9. Divide the class into groups of three or four students. Each group is to think of a situation where disturbing activities took place. Without identifying people, ask them to role play the situation as it was. Then break the scene, talk about what happened, and role

play the situation in a way that might have prevented people's feelings from becoming hurt.

10. How should these situations be handled?

- A worker who is not as busy as you, wants to talk which keeps you from doing your work.
- Some people like the room warm; some like it cool.
- Each worker is to take a turn mopping the floor; one worker never does a good job if he does it at all.

Make up other similar work situations where getting along peacefully is not easy but takes concentrated effort.

GETTING ALONG WITH PEOPLE

DIRECTIONS: Read each statement below. Mark the column which best describes your feelings. Be honest.

	Usually	Sometimes	Never
1. I find it easy to talk with people my own age	______	______	______
2. I keep the same friends for several years.	______	______	______
3. I try to make new friends, too.	______	______	______
4. I try to understand why people act as they do.	______	______	______
5. I feel comfortable talking with people of the opposite sex.	______	______	______
6. I repeat only the good things I hear about others.	______	______	______
7. I try to say things just as they are rather than make big stories to gain attention.	______	______	______
8. I look beyond appearance to see what a person is really like.	______	______	______
9. I show an interest in what other people are saying.	______	______	______
10. I let other people do as much talking as I do.	______	______	______
11. I keep my promises.	______	______	______
12. I stay to finish a job even when others leave early.	______	______	______
13. I work as quickly as I can without bothering other workers unnecessarily.	______	______	______
14. When others give me directions, I listen carefully and ask only the questions I need to ask.	______	______	______
15. I am cheerful even when things have not gone well for me.	______	______	______
16. When there is a misunderstanding, I try to get it straightened out before anyone gets angry.	______	______	______
17. I try hard to please everyone around me.	______	______	______
18. I try to be honest in all things.	______	______	______
19. When others treat me badly, I try to overlook their actions.	______	______	______
20. I try to avoid arguments.	______	______	______

21. Three statements listed above that I need to improve are:

(1) ______________________________ __________

(2) ______________________________ __________

(3) ______________________________ __________

GETTING ALONG WITH PEOPLE

DIRECTIONS: Suppose you come upon each of the following situations. What should you do? Write your answer on the line.

1. You saw Mr. Smith and Mrs. Jones, who work in your office, having lunch together. ______
2. You feel grumpy. Alice says, "Hi." ______
3. Joe whistles all the time. You cannot think. ______
4. You promise to work on Saturday but Ann asks you to go shopping. ______
5. Marvin interrupts all the time when you are talking. ______
6. Art asks you to do his work so he can go fishing. ______
7. You want to get into a group, but they do not want you. ______
8. Mae said one thing; you know what she said is not true. ______
9. Bill and Jim called you a name which you do not like. ______
10. You work with an older lady who loves to talk about her grandchildren. ______
11. April asks dumb questions all the time. ______
12. Two of the people you work with are angry at each other because of a misunderstanding. You know the whole story. ______
13. Mary wants you to help her; Tom needs your help, too, at the same time. ______
14. The boss is in a bad mood. You want the week-end off. ______
15. The smoke from your friend's cigarette bothers you. ______

MAKING THE MOST OF LEISURE-TIME ACTIVITIES*

Think About It:

Every now and then you will hear about someone who has made a career out of something that started as a hobby.

Examples:

- An athlete becomes a coach.
- A stamp collector opens a stamp collector's shop.
- A baseball card collector sells baseball cards through the mail.

A person who takes a job working at a task he or she enjoyed as a hobby, usually has found an exciting career.

Optional Activities:

1. Fun-Time Activities Lead To Paying Jobs

   The Worksheet on page III-39 talks about people who find something fun to do in their leisure time. Then they like it so well, they do it for a living. Match the hobby with a paying job.

2. Senior Citizens Really Have A Lot Of Fun Selling Their Crafts

   Visit the Senior Citizen Center in your area when their craft group meets. Talk with the people there about their craft ideas. For them, making and selling their home-made items has become an enjoyable job. Why have they taken up selling crafts? Get acquainted with at least three of the senior adults. Could any of them have made a living doing what they do now? Report back to the class what you found out.

3. A Hobby That Turns To Profit

   Go to the local hobby shop. Talk to the owner about how he or she got into the business. Was it because he or she enjoyed a hobby and wanted to help other people have fun, too. Get a friend. Together, think of hobbies that can turn into paying businesses. How long of a list can you make? Share your list with at least one other student in your class as well as your teacher. A profitable hobby might be an ideal job.

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* From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

4. A Hobby As A Business Can Be Dangerous

Invite someone to class to discuss how he or she has turned a hobby into a business. Ask the person to discuss the dangers of starting a small business from a hobby. Think about:

- Amount of sales one must make in order to make a profit.
- Costs of rent, merchandise, utilities, advertising, etc.
- What the demand must be for a product in your area.
- Will this be a continued demand, or is what you will have to sell a passing fad.

Also talk about the advantages as well.

5. If A Hobby Cannot Be Your Job, There Is No Need To Drop It

Sometimes you cannot get a job which really uses all your interests. In such cases, you still must find a job which provides a wage. Then you must take care of your interests outside the job in your leisure time. Just about anyone can take up a hobby which is very enjoyable and uses the interests one has. On the Worksheet on page III-40 you will find a number of interests. Think of a way to use each interest in your leisure time. You may think of part-time jobs or volunteer work you would enjoy doing.

6. Thinking About Your Hobby Or Main Interest

What is your hobby or main interest? How can you use it to your best advantage? Is there any way that you can use it for your life's work? Draw pictures or find pictures in magazines or write a story to show how you plan to use your hobbies and/or leisure time interests. How will you fit them in with your paid job? How do you see your adult life and your interests matching up?

MAKING THE MOST OF LEISURE-TIME ACTIVITIES

DIRECTIONS: In the left-hand column are interests. Fill the blanks in the right-hand column to name an occupation where you would do those things which interest you. Be sure to spell the occupations correctly.

INTERESTS	OCCUPATION
1. Typing	1. S _ _ _ _ _ _ _ _
2. Caring for sick people	2. N _ _ _ _
3. Writing for school newspaper	3. R _ _ _ _ _ _ _
4. Caring for teeth	4. D _ _ _ _ _ _
5. Building bridges	5. E _ _ _ _ _ _ _
6. Fixing hair	6. B _ _ _ _ _ _ _ _ _
7. Putting on shingles	7. R _ _ _ _ _
8. Caring for animals	8. V _ _ _ _ _ _ _ _ _ _ _
9. Singing and dancing	9. E _ _ _ _ _ _ _ _ _ _
10. Planting and caring for plants	10. F _ _ _ _ _ _
11. Directing games	11. Y _ _ _ _ D _ _ _ _ _ _ _
12. Speaking foreign languages	12. I _ _ _ _ _ _ _ _ _ _
13. Writing long stories	13. A _ _ _ _ _
14. Working with wires and batteries	14. E _ _ _ _ _ _ _ _ _ _
15. Taking people places	15. T _ _ _ D _ _ _ _ _
16. Taking pictures	16. P _ _ _ _ _ _ _ _ _ _ _
17. Caring for families and their homes	17. H _ _ _ _ _ _ _ _ _ _
18. Preparing food	18. C _ _ _
19. Hammering and sawing	19. C _ _ _ _ _ _ _ _
20. Convincing others	20. L _ _ _ _ _
21. Singing, dancing, listening to records	21. M _ _ _ _ _ _ _
22. Helping people learn	22. T _ _ _ _ _ _
23. Choosing house colors, furniture, etc.	23. I _ _ _ _ _ _ _ D _ _ _ _ _ _ _ _

MAKING THE MOST OF LEISURE-TIME ACTIVITIES

DIRECTIONS: Sometimes you cannot get a job where you can use your main interest. But, you can find ways to use your interest during your leisure time. Think of a way you might use each interest. Write it at the right.

If your Main Interest Is:	A Leisure Time Activity Might Be:
1. Basketball	
2. Taking pictures	
3. Collecting stamps	
4. Writing letters	
5. Repairing small engines	
6. Making items from wood	
7. Knitting	
8. Cooking	
9. Sewing	
10. Dancing	
11. Singing	
12. Talking to groups	
13. Reading books	
14. Writing poetry or stories	
15. Visiting with people	
16. Working with flowers and gardening	
17. Camping	
18. Collecting coins	
19. Riding a motorcycle	
20. Caveing	
21. Bird watching	
22. Making pottery	
23. Roller skating	
24. Bowling	
25. Fishing	

COPING WITH FRUSTRATIONS*

Lead-In:

To fail time after time is perhaps the most frustrating experience one can find. It does not take long before a habitual failure expects to do nothing but fail and conditions himself or herself to such experiences.

To rid oneself of the "I don't care" attitude, and to be able once again to take the responsibility for dealing with unhappy outcomes, takes concerned effort. A reason for caring must exist.

Focus:

1. To develop an awareness in students that succeeding is much more pleasant than failing.
2. To assist students in understanding how to accept the reality that when unpleasant circumstances arise they must be dealt with effectively and turned into positive experiences.

Activities:

1. Determine the meaning of these words using whatever technique your students respond to best:

   Cope
   Confidence
   Worthwhile
   Self-Control
   Adapt
   Positive
   Tolerant
   Tactful

2. After defining each word, determine which of the words above fit in the blanks on the WORKSHEET on page 44. Elaborate on each of the situations to indicate how one may effectively cope with unhappy situations.
3. After defining "frustrations," have a free-for-all discussion and list circumstances which really cause one frustration (become baffled and unable to carry on because of the state of confusion). After a list has been completed, number off, and allow each pair to select one or two frustrations and determine the best means for coping.

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

4. Invite a person from the juvenile section of mental health to come discuss sources of help and services available for students when there appear to be no solutions to a problem. Make sure each student knows how to make contact with someone who will provide such assistance.

5. Write a paragraph to describe:

   "One Frustrating Experience Which I Could Not Handle"
   "One Frustrating Experience Where I Made the Right Decisions"
   "Things to Remember When a Crisis Arises"
   "My Most Frustrating Experience Ever"

6. To assist students in expressing opinions, form groups of students to discuss each side of the following issues: (Stress tact, self-control, tolerance, and being positive should arguments arise.) Is it better to:

Fight	(or)	Be called names
Eat and be fat and happy	(or)	Diet and be crabby and slender
Do what parents say	(or)	Do what friends say
Take a dull but good paying job now	(or)	Borrow money and train for the job you really want later
Go out with a goodlooking but dumb person	(or)	Go out with an ugly but smart person
Put money in a savings account which pays 5%, no risk	(or)	buy stocks where you may double your money or go broke
Spend all your money on a good car	(or)	Spend half your money on an average car

7. Hand out the WORKSHEET on page 45. Students are to form buzz groups to decide what action should be taken in each situation. After a plan has been formulated, discuss the proposed outcome with the whole class. Ask for frustrating situations students have met, possible outcomes, errors that were made, lessons that were learned.

8. At the first of the hour for two weeks (or more) ask for students to name frustrating experiences they have had since that group met last and how these feelings were handled--either effectively or ineffectively. Allow members of the class to make suggestions as to how the situations might have been handled better. Treat this type of sharing attitude within the class in order that students will feel free to seek assistance from time to time.

9. Bring to class newspaper columns such as "Dear Abby." Read the inquiry and ask students to think of effective solutions. Then read the response the columnist gave and decide if that was written as helpful advice or for the enjoyment of the reader.

10. When things get really heavy and depression comes, what are effective ways for students to deal with them? What about slamming doors? Yelling at people? Ask students to share ways they rid themselves of frustration feelings. It may be having a stack of catalogs and a hammer where students are able to use up some physical energy will help them settle back into a routine. Discuss with students these feelings; hearing others talk about frustrations often reduces anxieties.

COPING WITH FRUSTRATIONS WORKSHEET

DIRECTIONS: Use the back of the page and write the definitions for these words:

Coping	Self-Control	Positive	Confident
Adapt	Tolerant	Tactful	Worthwhile

Read each example below. Decide which of the words above should be used to fill the blank.

________ 1. Bill has been making Ed angry. Ed wants to hit him in the nose but that would probably get him suspended from school. Instead, he must not fight, but show __?__ by taking the teasing and not getting in trouble with school authorities.

________ 2. Mary always wore jeans. She did not even own a dress. Then she began working at Anita's Dress Shop where employees must wear dresses. She has no choice. She must __?__ to the situation or lose the job she likes.

________ 3. Terry always thinks only about herself. She never shows any interest in others. She is always trying to get more and more attention for herself. It seems as if she trusts no one. She talks all the time about herself and is a bore to everyone. Terry will become more sure of herself and more __?__ if she tries to be interested in others.

________ 4. At one time Karl knew there was nothing he could do well. School was a miserable time, his schoolmates called him "Fatso," and his parents were always gone. Then one day he discovered that old people love him because he can talk with them like he can talk to no one else. At last he feels needed and __?__.

________ 5. Barry always sees the bad part of everything. Teachers "pick on" him. Classmates tease him because they like to see him get mad. Even the police watch him because he acts "sneaky." The counselor suggests to Barry that he must try to look for good things to happen; that is, develop a __?__ attitude, and pay as little attention as possible to the bad things.

________ 6. Some people like sports. Some enjoy music. Others find studying a worthwhile past time. We are all different and have many differences of opinion. When we overlook these differences and allow each person to hold his or her own opinions, we are __?__.

________ 7. One person really bothers you, so much that you feel like screaming at her. She has no manners at all. Instead, to solve the problem in a very kind way, you tell her that she may not be aware of what she is doing and ask her if she could change. When you tell people their problems without hurting their feelings, you are being ______.

________ 8. The English teacher wants every paper to be perfect. The boss wants you to work faster than you are able to work. There isn't enough money for all the clothes you want. Your best friend will not speak to you. But stop! When you remember to solve **one** problem at a time, you are __?__ well with life.

COPING WITH FRUSTRATIONS WORKSHEET

DIRECTIONS: Below are stories about people with problems. Divide into groups and discuss what should be done to handle the situation. Remember, it is much easier to decide when you are outside looking in. Discuss with the class what your group suggests should be done.

1. Susan works in an office. Her friend and co-worker, Ann, seems never to have money for the soda machine. She continues to borrow money from the office fund and always promises to return the money but never does. Susan has to change the office books to make the money come out right. What should Susan do?

2. John could not get his grade card because the office said he still had out a book. He remembers returning the book but the book cannot be found. His parents are demanding that he not go anywhere until they see his grade card. What should he do?

3. Betty is overweight and she wants to lose weight. Each day after school her group goes to the hamburger shop for snacks and to talk. If she does not eat, she feels left out; if she eats, she is mad at herself. It seems as if she has to choose between friends and food, or no friends and no food. What should she do?

4. Paula had always wanted to play the snare drum, and so when the notice came out in the school paper, she immediately applied. Although her rhythm skills are good, the band director wants her to play the clarinet since she also has good skills and clarinets are needed badly. He says that someone else can play the drums. Paula hates the clarinet but loves the drums. How should she handle the situation?

5. James was a senior and had many friends where he lived. He was on the school baseball team and liked the part-time job at the greenhouse. Then his father was given a very good job in a different town. The family would have to move. Graduation, baseball team, friends, and job - James would have to leave them all behind. What are some ways to go about solving his problem?

6. Carol has saved her tip money from the job at the restaurant for weeks to pay for the dress she has wanted. Now she has just enough money. Her sister, Em, who could work but does not want to, asks for $4.00 to pay for a book she lost. Em cannot ask her mother for more money because she owes her $7.00 already. Carol wants the dress but she does not want her sister to call her "selfish." What should she do?

7. Pat's mother screams at her all the time to do this or that. Pat knows her mother does not feel well much of the time but gets very tired of not being able to ever do anything right. Today Pat wanted to go with her class on a field trip but her mother told her that if she really loved her, she would not go. What should Pat do?

8. Mark hates school but really enjoys working on cars. His parents will not allow him to have a summer job at the garage because it is such "dirty work." Besides, his father wants him to help him in his clean, air conditioned law office where Mark's job would be to find material for his father and to help him argue cases. It would be a big help to his father and he would make more money than at the garage. Help Mark decide what to do.

MY LISTENING SKILLS*

Lead-In:

Listening can be classified in three ways:

APPRECIATIVE LISTENING - (Music hearing the recounting of a fun activity, etc.). Sounds are internalized for enjoyment, entertainment, and pleasure.

PURPOSEFUL LISTENING - (To gain information). Questions are asked all day long with the hope that an answer to an unclear situation will be provided.

CRITICAL LISTENING - (Lecture-type material). One picks and chooses the material to be retained for future use.

Effective listening requires skill and training.

Focus:

1. To aid students in understanding that listening falls into three major classifications: (a) Appreciative listening; (b) Purposeful listening; (c) Critical listening.
2. To aid the student in understanding that effective listening is a very important way of learning.

Optional Activities:

1. Define each of the classifications of listening. Give 2 or more examples of each type as found at home, at school, on the job.

Type of Listening Defined	Home	School	Job
Appreciative	1. 2.	1 2.	1. 2.
Purposeful	1. 2.	1. 2.	1. 2.
Critical	1. 2.	1. 2.	1. 2.

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

Name several occupations which require an extra keen ability to hear for each of the three types of listening.

2. Take a field trip to your Area Vocational Center. Listen to what the tour guide tells you about skills to be learned there, occupations for which you can gain training, answers to your questions. As the teacher-coordinator, write down some questions to test the listening skills of your students. Give a small piece of candy as a reward to reinforce the lesson of listening for details. Have fun.

3. Tape some selections from these magazines: Career World, Co-Ed, American Girl, and Teen. Often material from these magazines will fit in very well with career ideas or with planning for the future. Have students practice taking notes on these selections.

4. One or two students are to interview a worker of their choice using the questions on the WORKSHEET on page 49. They may want to record the interview and listen for the details when they are not under stress conditions. Students are to prepare reports to be presented to the class. Keep the cassettes for your careers library.

5. Use occupational materials on tapes (no films or filmstrips). Make game activities out of finding out who can hear the most details. You might want to begin the class each day for two or three weeks by reading a very short job description and asking a question or two about it. Keep points. Create a competitive spirit.

6. Divide the class into three groups: 1/3 is to watch NBC News, 1/3 is to watch CBS News, and 1/3 is to watch ABC News. The following day discuss how the reporting was done.

7. Play this game at the beginning of the year to get acquainted. Sit with your class on the floor in a large circle. One person begins by saying, "My name is Greta and I like to ride horses." The next person says, "This is Greta and she likes to ride horses. My name is Mark and I like airplane models." And so goes the game around the circle. Each student must remember what each person's name is and what that person likes. When students cannot remember, allow others to help out.

8. On Friday, hand out the WORKSHEET on page 50. After discussing listening skills, ask the student to answer the questions about 6 programs they listen to or watch. Have the worksheets returned and discuss. Stress good listener manners.

9. Assign students to listen to a specific TV program. Each student is to write down three questions about the program to ask members of the class to test their listening abilities. Who has the best listening skills? Now, read the story. Ask the student to again write down three questions to ask other members of the class. How can listening skills be improved for remembering details.

10. Discuss the following situations: Marty works at the telephone company as an operator. Much of what Marty does requires careful listening. So far, Marty is just not doing the job well enough to be retained. Marty's boss is thinking of letting him go. Marty enjoys the job and has been given first notice of being released because he does not listen carefully enough and makes many mistakes. What assistance should be given to Marty? What might he do to improve his listening skills? What might be possibilities to consider other than Marty's carelessness?

MY LISTENING SKILLS WORKSHEET

DIRECTIONS: Interview a worker. Listen carefully for the answers as you ask the questions below.

1. What is the name of your job? ______________________________

2. Briefly outline your normal working day.

____

____

____

3. What physical skills and abilities do you need?

4. What special interests are involved?

5. What education and special training are needed?

6. What high school courses would be helpful?

7. Where are most of the jobs like yours found?

8. What are possible earnings for a beginner? ______________________________

   For a person with 5 years' experience? ______________________________

   For a person with 20 years' experience? ______________________________

9. What are the working conditions like?

10. What are the chances for promotion?

11. What is the future for jobs of this kind?

Student, on the back of this sheet, write your responses to these questions:

12. What are some possible disadvantages to this job?

13. What are some possible advantages?

14. What do you, as a student, like about this job?

15. What do you, as a student, dislike about this job?

MY LISTENING SKILLS WORKSHEET

DIRECTIONS: Take this worksheet home with you. Test your listening skills in each of the following types of shows:

- -A humorous program
- -A musical program
- -A variety show
- -A dramatic program
- -A news commentator
- -An informational program

Answer these questions.

A HUMOROUS PROGRAM Name of the show ______

1. What was the funniest thing that happened? ______
2. Were the jokes amusing? Why? ______
3. Was the comedian's personality pleasing? Why do you say that? ______

A MUSICAL PROGRAM Name of the show ______

1. What types of music were played/sung? ______
2. What listeners would like the show best? Why? ______
______
3. Which artist did you enjoy most? Why? ______
______

A VARIETY SHOW Name of the show ______

1. What act did you like best? ______
Why? ______
2. What act did you enjoy the least? ______
Why? ______

A DRAMATIC SHOW Name of the show ______

1. Was the acting realistic? ______
Why? ______
2. Was the story worth telling? ______
Why? ______
3. Did the sound effects and background help put over the story? How? ______
______

A NEWS COMMENTATOR Name of the show ______

1. What was his or her topic? ______
2. What point of view was taken? ______
3. Do you agree with the commentator? Why do you say that? ______

AN INFORMATION PROGRAM Name of the show ______

1. What was the topic? ______
2. What did you learn from the show? ______
______
3. What was your opinion of it? ______

After completing this worksheet, return to your teacher.

RESPECTING THE BOSS AND PEOPLE IN AUTHORITY*

Think About It:

Sometimes bosses are scary people. They decide whether you are a good worker or not. They can even fire you. But they are real people and they have feelings, too. They want their businesses to do well. You are hired to help them run a good business.

The best way to get along with bosses is to treat them like real people. Be very honest with them. But be sure you let them make all the important decisions.

Which of the following are good things to do? (Do not write on this page.)

The boss is in a hurry and has a number of things Laura should do while he is gone.

1. Try to remember everything he tells her.
2. Ask him to go slowly and let her write down the tasks.
3. Tell him he should not wait until the last minute to give her instructions.
4. Tell him to call her when he has more time and can give her the list.

Optional Activities:

1. My Boss Does Funny Things

Bosses have an idea how they want to run their businesses. That is their job. It may not make sense to you. But, as a boss, he or she has the right to make those choices. Think about your boss. (If you do not have a boss, ask your friend about his or her boss.) List at least 8 things that this boss does which do not make sense to you as a worker. Make your list now. After you have your list finished, pretend you are the boss. Write down why you do the things that the employees cannot understand. Being in the employer's place makes a difference. Share your list with your teacher/counselor.

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*From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

2. The Boss Is the Boss

If you do not treat the boss with respect, you will probably lose your job. When things go wrong for you, it is easy to blame the boss. If you talk about the boss with other workers, the boss usually hears about it sooner or later and then you are in trouble. Make a poster showing one of these ideas or an idea of your own:

- Talking about the boss when you think the boss is gone.
- Complaining about the job.
- Acting grumpy when told to do something.
- Making fun of the boss when he or she is not looking.
- You only hurt yourself when you behave badly against the boss.

3. Do's and Dont's of Ways to Act Toward the Boss

On the worksheet on page 53 answers are given to problems. You decide if the answer is one that should be given to a boss. Bosses are special people and should be treated in a special way.

4. The Right Way, and The Wrong Way

Plan a skit to show one of these ideas:

- A worker who gets to work 30 minutes late.
- A boss who expects too much of a new employee.
- A worker who has an idea how the business could be run better.
- A worker who has trouble getting along with the boss.
- A worker who feels he or she has been treated unfairly.

5. Bosses Are Human, Too.

Look at the Worksheet on page 54. Look at that statement. Tell what you, the newest employee, should do.

RESPECTING THE BOSS AND PEOPLE IN AUTHORITY

DIRECTIONS: Read the statements below. Write "YES" if the statement tells a good way for getting along with the boss and people in authority. Write "NO" if the statement is a bad way for getting along.

When Martha's boss reminds her there are many errors in her typing, Martha should:
______ 1. Quit before she is fired.
______ 2. Blame the errors on the typewriter.
______ 3. Read the material she types more carefully and make the corrections.

Joe finds out that setting up sound systems is too hard for him. He should:
______ 4. Explain to the boss how he feels and ask for an easier job.
______ 5. Ask the boss if another worker could teach him how to work the systems.
______ 6. Say nothing but do his best.

Jack works in a garage. He notices a pile of oily rags which is a fire hazard. What should he do?
______ 7. Quietly find a can and put them in it.
______ 8. Tell the boss that those rags must be moved, and fast!
______ 9. Call the fire marshall and complain.

Mrs. Jones is giving Sue directions. Sue should:
______ 10. Listen but not ask questions because she might ask dumb questions.
______ 11. Listen and ask any questions even if they might sound dumb.
______ 12. Tell Mrs. Jones not to bother because she already knows what to do.

Polly goes to work at the dry cleaners but no one tells her what to do. Polly should:
______ 13. Ask one of the assistants or the boss to explain what her duties are.
______ 14. Watch what everyone else is doing and try to do the same.
______ 15. Go back in the back room where no one will see her.

Ivan was accused of breaking a tool and not saying anything about it. John really broke the tool. Ivan should:
______ 16. Quietly go to the boss and explain what happened.
______ 17. Take the blame and say nothing.
______ 18. Tell John he must go and tell the boss.

Gloria must miss work on Monday. She has an appointment with an eye specialist. She should:
______ 19. Call in sick that morning.
______ 20. Tell the boss ahead of time the reason and ask to be away.
______ 21. Offer to come in and make up any work that needs to be done.

RESPECTING THE BOSS AND PEOPLE IN AUTHORITY

DIRECTIONS: Read the sentences. Tell what you, the newest employee of the business, should do. Write your suggestion in the space provided.

1. The boss leaves word that you are to take the van and pick up supplies downtown. You do not have a driver's licence.

2. You work the evening shift. The day shift always leaves you some of their work. When they do this, you cannot get everything done you need to do in the 4 hours time you are to work.

3. The boss and the supervisor have problems getting along. One tells you to do one thing. The other one tells you to do something else.

4. The other employees are always teasing you. They make you do their work. They say that if you tell, they will "get you."

5. Your co-workers "goof off" when the supervisor leaves. They want you to do some of the rowdy things they do.

6. You feel very much alone at work even though there are many other workers around you. Your supervisor looks mean. Who do you ask for help when you do not know what you are supposed to do?

7. The boss is very grouchy today. Everything everyone does seems to be wrong. You want to tell him to go home and come back in a better mood.

8. Mrs. Jones, the supervisor, acts as if she likes some people better than others. She seems to have "pets" but you are not one of them.

9. Bob, the boss's son, works with you. He does everything that the workers are not supposed to do. He even tells you what to do.

10. Mr. Brown gives you too many things to do at one time. And he expects you to remember everything, too!

JOBS ARE NO LONGER MALE OR FEMALE*

Lead-In:

In 1963, the Equal Pay Act provided that men and women who perform equal tasks shall be paid equal wages. In 1964, Title VII of the Civil Rights Act (Amended in 1972) prohibited sex discrimination in hiring, firing, wages, fringe benefits; classifying, referring, assigning or promoting privileges; extending or assigning use of facilities; training or any terms, conditions, or privileges of employment. As of 1972, Title IX of the Educational Amendments prohibits sex discrimination in educational institutions receiving any financial aid from the Federal Government.

Focus:

1. To assist the student to understand the meaning of sex role stereotyping of jobs.
2. To enable students to label jobs as "female sex role stereotypes," or "neutral."

Optional Activities:

1. Find the meaning of the term, "sex role stereotyping." Interview teachers, students, parents, and friends to determine what the term means to them. Reach a consensus. Write the definition on the board. It might be something like, "labeling a job as belonging to just one sex without just reasons."
2. Introduce these terms:

   - Sex role stereotyping
   - Neutral job roles
   - Female sex roles stereotyped
   - Male sex roles stereotyped

   Provide some old magazines and allow the students to search through pictures which portray stereotyping. Such roles might include female nurses, kindergarten teachers, secretaries, and male business executives, electricians, mail carriers, etc. Glue these pictures depicting stereotypes on a large piece of paper under such a heading as, "Not Necessarily So Anymore." Find pictures which portray women in once male jobs and males in once female jobs. Glue these pictures on a separate sheet of paper entitled, "New Job Opportunities for Both Men and Women." You may want to have an additional sheet for "Neutral Occupational Roles," that illustrates jobs which have always been open to both males and females.

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

3. List two jobs that are thought of to be traditionally male (mechanic, chef, pilot, etc.) and two jobs that are traditionally female (nurse, airline attendant, secretary, etc.). Divide into small groups and have the students list the duties of each job. Take these lists the students have made and go over them one by one. Determine if each duty could be done by the opposite sex. Then try to find jobs which could not be done by both sexes. They will be surprised to find that very few jobs demand workers of one sex or the other.

4. Write a short short story on one of these non-traditional occupations or think of a topic of your own.

    A. Husband-wife team as long-haul truckers
    B. A male homemaker
    C. A male nurse
    D. A female welder
    E. A female business executive
    F. A male kindergarten teacher
    G. A female plumber

5. Ask some person who is in a non-traditional job to talk to the class about his or her job. Discuss problems, adjustments, advantages, disadvantages, etc. that person has faced.

6. The WORKSHEET on page 58 involves a puzzle which lists forty jobs often stereotyped as either male or female. Use this puzzle as a springboard to discuss how both males and females can equally have about any job they want. Involve the students in a discussion about the future working force with regard to men and women competing for the same jobs. Challenge them to think of at least one non-traditional job which interests them.

7. On the WORKSHEET on page 59 students are asked to decide which of the three laws listed has been violated. After completing the worksheet, discuss incidents students are aware of where rights of people have been disregarded. What should be done when a law has been violated? What legislation or court cases are currently being discussed? What has been the impact for altering sex roles?

8. Ask half of the students to describe or make collages of the ideal woman or the ideal man; the other half of the class should describe or make collages of the typical woman or the typical man. Why do people often choose to

be typical rather than try for the ideal? Who does the most influencing? How have times changed? What can be expected to be the status of career roles in the year 2000? Why?

9. Have females pretend they are males and plan their future. Reverse for males. Stress taking a stand which is free of stereotyping of sex role. Why is it important that both males and females have a chance to have the careers of their choice instead of staying with tradition. What workers do students see around them which have non-traditional jobs?

10. Write one sentence for each of these statements:

"What I like best about being a girl (boy)"
"What I hate most about being a girl (boy)"
"What I like most in girls (boys)"
"What I hate most in girls (boys)"

Discover what each student sees as important in their own sex. You might reverse the activity so that students think about the opposite sex. What stereotypes show themselves? Discuss places where students would be happier if they could leave traditional role expectations.

JOBS ARE NO LONGER MALE OR FEMALE

DIRECTIONS: Listed below are a number of jobs which were once stereotyped as either male or female. Circle the jobs in the puzzle. Job titles may be found vertically or horizontally.

AUTO MECHANIC
BANK TELLER
BARBER
BEAUTICIAN
BRICKLAYER
BUSDRIVER
CARPENTER
CHEF
CHEMIST
CONDUCTOR
DENTIST
ENGINEER
FARMER
FIREFIGHTER
FORESTER
JEWELER
JOCKEY
JUDGE
LAWYER
LIBRARIAN
LOCKSMITH
MAID
MAIL CARRIER
MEAT CUTTER
MINER
MINISTER
MODEL
NURSE
ORDERLY
PILOT
POLICE OFFICER
PRINTER
ROOFER
SECRETARY
SHOE REPAIRER
SURVEYOR
TELEPHONE OPERATOR
TRUCKER
VETERINARIAN
WELDER

S	T	R	U	C	K	E	R	U	M	F	O	R	E	S	T	E	R
H	E	N	V	P	O	S	R	V	A	W	M	I	N	E	R	O	O
O	L	B	E	A	U	T	I	C	I	A	N	Y	G	C	S	R	O
E	E	M	T	O	T	W	E	L	D	E	R	L	I	R	U	D	F
R	P	M	E	A	T	C	U	T	T	E	R	I	N	E	R	E	E
E	H	L	R	M	I	N	I	S	T	E	R	B	E	T	V	R	R
P	O	L	I	C	E	O	F	F	I	C	E	R	E	A	E	L	Z
A	N	K	N	X	J	E	W	E	L	E	R	A	R	R	Y	Y	C
I	E	J	A	B	U	S	D	R	I	V	E	R	B	Y	O	A	H
R	O	B	R	I	C	K	L	A	Y	E	R	I	N	U	R	S	E
E	P	R	I	N	T	E	R	C	H	E	F	A	R	M	E	R	M
R	E	B	A	N	K	T	E	L	L	E	R	N	J	O	G	D	I
I	R	H	N	C	O	N	D	U	C	T	O	R	O	D	L	E	S
P	A	U	T	O	M	E	C	H	A	N	I	C	C	E	A	N	T
I	T	F	I	R	E	F	I	G	H	T	E	R	K	L	W	T	A
L	O	C	K	S	M	I	T	H	J	U	D	G	E	C	Y	I	B
O	R	M	A	I	L	C	A	R	R	I	E	R	Y	D	E	S	E
T	C	A	R	P	E	N	T	E	R	B	A	R	B	E	R	T	F

JOBS ARE NO LONGER MALE OR FEMALE

DIRECTIONS: Three laws make sex discrimination illegal. These laws say:

A - Equal pay for equal jobs (Equal Pay Act of 1963).

B - You cannot be hired, fired, classified, promoted, etc. on basis of your sex. (Title VII of the Civil Rights Act of 1964).

C - Schools which receive money from the Federal government cannot treat the sexes differently. (Title IX of the Educational Amendments of 1972).

Look at the statements below Which law, A, B, or C, is being violated?

—— 1. John is not hired as a legal secretary because all the other employees are women.

—— 2. Nancy and Bob are both dental technicians doing exactly the same work but they do not receive the same wages.

—— 3. Even though Barbara is an excellent baseball player, she is denied a position on the school team.

—— 4. Even though Opal, a cleaning supervisor in a large building has worked there for 20 years, she receives less pay than her friend, Al, who has been working there for only 15 years.

—— 5. Bonnie wants to take an auto mechanics class to know how to repair her car. She is not allowed to take the class.

—— 6. Even though Bill had more training, experience, and skills, Mae was promoted to head nurse.

—— 7. Betty Lou has a history of safe driving. She was denied a job as a Greyhound bus driver.

—— 8. Paul and Ann, fourth graders, were caught cheating on a test. Paul was spanked; Ann was sent to sit in the library.

—— 9. Ed and Bea are cooks at the Ritz Hotel. Ed is promoted to chef because people think men make better chefs than women.

—— 10. Ted, Grant, and Carol all started work at Happy Harry's Hamburger Hideout on the same day. Ted and Grant now earn 20c an hour more than Carol even though they all do the same work.

—— 11. Have you heard about one of these three laws being violated?

—— 12. Which one?

—— 13. If so, what was the situation?

HOW TO INVESTIGATE CAREERS*

Lead-In:

One's interests must be considered as good indicators when selecting a vocation. It may be, however, that interests create enthusiasm for the time but may not be lasting. Real interests often have not developed at the high school age. A fact is that one cannot show interest for something that one has not been exposed to, and often teen-age experiences have been limited. Interests are inclined to change as the scope of life broadens.

A satisfying career needs to be of interest, and, at the same time, be neither above or below one's capabilities. To select the most satisfying job from among the 45,000 possibilities, is no small task.

Focus:

1. To develop an understanding of the broad fields of work.
2. To develop an understanding of the processes of securing accurate, up-to-date information about specific job fields.
3. To aid students in the study of particular career choices.

Optional Activities:

1. Arrange with the librarian for a tour of the school library to discover the location of career sources, especially the reference books such as the Occupational Outlook Handbook, career magazines, up-to-date job opportunity pamphlets, etc.
2. Choose an occupation and make a descriptive booklet of it. Include, but do not limit to:
    - A written job description
    - Interviews with workers in the field
    - Pictures of workers in that occupation
    - Pamphlets
    - Sources of additional information
    - Advantages
    - Disadvantages

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

3. On the WORKSHEET on page 63, an outline is provided for the student to use when researching a career which is of interest to her or him. You may want to use this activity more than once during the year to assist students with acquiring a background of career information.

4. Arrange for each student to visit 2 to 5 different job sites and spend some time (from 1 to 3 hours at each) observing workers involved with various tasks. Students are to name careers observed, list duties of each employee seen, and then determine which of the job duties require skills that the student possesses or could gain through education and training, and which are not interests of the students at all. Have a sharing time after each student visits a job site.

5. Place five large pieces of newspaper print on the walls in the classroom. Write these headings, one on each piece of paper:

   Agricultural Occupations
   Business and Management Occupations
   Health Occupations
   Home Economics Occupations
   Industrial Oriented Occupations

   With colored pen, write occupational titles in the correct category as class members think of them. Keep this activity going for a week or more, depending upon the interest. Sometimes it will be difficult to determine which cluster a job fits under. Use this opportunity for students to discuss job duties.

6. Students are to research specific occupations found in the community, but about which the students know little or nothing. Four parts should be included:

   - Duties of the job
   - Education and training required
   - Working conditions
   - Student's evaluation of the job as a possible job choice

   Write reports and make presentations to the class.

7. On the WORKSHEET on page 64 a number of business locations have been listed. Students are to write down three job titles of people who might work there. Compile the lists to see how many different job titles were named.

8. Select a career. Compose a pamphlet describing the career. Collect tools, make tapes of interviews with workers, draw illustrations, or collect pictures of workers. Combine all into a box and illustrate the outside of the box. Share your information with some other class in the school.

9. Locate addresses and write letters asking for pamphlets and materials of job choices. Students are to share the material and then place it in the career file.

10. For one week, students are to keep a list of all the different occupations of people with whom they come into contact. The log should look something like this.

Date	Worker	Location Seen

It might be fun to estimate at the beginning of the week how many workers each will see. Allow time each day for students to catch up their logs.

HOW TO INVESTIGATE CAREERS WORKSHEET

DIRECTIONS: Choose a career you want to know more about. Find the answers to the following questions.

I would like to know more about ______________________________
(Name of Career)

What are 5 tasks a person in that job does?

How many hours a week will that worker put in on the job? ______________________

How much education is needed? ______________________

What special training is required? ______________________

How much money does the worker make? ______________________

What are the possibilities for promotion? ______________________

Where are these jobs located? ______________________

What is the outlook for the future for this job? ______________________

What are the advantages?	What are the disadvantages?

What part of this job would you like the least? ______________________

What part of this job would you enjoy the most? ______________________

How would you rate this job according to your interests and abilities? (Circle the correct response)

Very Low   Low   Average   Good   Excellent

HOW TO INVESTIGATE CAREERS WORKSHEET

DIRECTIONS: Below are places of employment who hire a number of different workers. Use resources if you need help to find three different workers who are hired there.

Department Store Workers 1. 2. 3.	School Workers 1. 2. 3.	Garment Workers 1. 2. 3.
Hospital Workers 1. 2. 3.	Recreation Department Workers 1. 2. 3.	Automobile Manufacturing Workers 1. 2. 3.
Bank Workers 1. 2. 3.	Postal Workers 1. 2. 3.	Airport Workers 1. 2. 3.
Police Station Workers 1. 2. 3.	Newspaper Workers 1. 2. 3.	Telephone Workers 1. 2. 3.
Restaurant Workers 1. 2. 3.	Mine Workers 1. 2. 3.	House Builders 1. 2. 3.
Factory Workers 1. 2. 3.	Grocery Store Workers 1. 2. 3.	Golf Course Crew 1. 2. 3.

PITFALLS IN CAREER PLANNING*

Lead-In:

Factors which can produce a superficial interest in a job are:

1. Money and the things it can buy often tempts a person to select a job even though it does not use one's abilities or gets one where he or she wants to go.
2. Change and newness in a job wear off unless the job develops abilities and interests.
3. "It's the thing to do," lures young adults to make quick choices even when an interest is lacking.
4. To follow in someone's footsteps only works if interest and ability happen to be coordinated with the job.

Focus:

1. Choosing a career is one of the most important decisions to be made in life.
2. Glamour and earnings are not to be overemphasized when job choices are being formulated.
3. Often one must look beyond friendships, locale, and his or her present qualifications to select a satisfying career.

Optional Activities:

1. Invite employees from so-called "glamorous" jobs to talk with the class about sacrifices, drudgery, education, and personal qualifications required for their exciting-sounding jobs. Jobs which students glamorize might include modeling, dramatics, airline piloting, doctors, lawyers, etc.
2. Find occupational pictures of "glamorous" jobs such as a:

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

- Movie or TV star
- Long-haul trucker
- Doctor
- Lawyer
- Model
- President of a large business
- Flight attendant
- Pilot

With each picture, have two sheets of paper. Write one of these headings on each page: Advantages of the Job and Disadvantages of the Job. Have a picture and two sheets of paper at various stations around the room. Appoint students to be "Job Evaluators" who are to move from station to station. Each one is to list one advantage and one disadvantage of each occupation. Determine, as a class, if evaluations are realistic for the job. Time, earnings, aptitudes, interests, investments to get established, etc., should be considered.

3. Do a survey to discover how friends and neighbors went about planning for the job they now hold. Duplicate 5 copies of the WORKSHEET on page 69 for each student in the class. Each member of the class should find one worker with each of the following amounts of training:

- Had no special training except for on-the-job training
- Attended a special training school (6 months or less)
- Attended Junior College or had one or two years of special training
- Holds a college degree
- Has had more than 4 years of education and/or training

After the survey sheets have been completed, compile the data. Discuss the findings and draw some conclusions concerning career decision making:

- How many people decided in teen-age years what jobs they wanted and still have those jobs?

- How many now work at better jobs than what they aspired to be?

- What was the average number of times a worker changed his or her mind about a career choice?

- What percent of people are totally satisfied with the job they now have?

- What advice do workers want to give teenagers concerning choosing a career?

4. Form a panel composed of five speakers from your class. Each student is to choose one of the occupations listed and prepare a 2-minute speech to describe that occupation and to point out the unpleasant parts of the job that people do not usually think about.

Veterinarian
Police Officer
Factory Worker
Factory Manager
School Teacher
President of U.S.
Ambulance Driver
Auto Mechanic
Farmer

Allow class members to ask questions of the panel members.

5. Selecting a career which is neither above one's abilities nor below and one which interests the person is a difficult task, especially when there are numerous people unemployed. Invite to class a person from the employment agency to discuss their testing program which tries to match jobs to people's abilities, aptitudes, and interests. Find out answers to questions such as:

   - How can we go about getting a job we enjoy rather than any job that is available?
   - What kinds of tests will we take?
   - How much matching of people to jobs do you do?
   - What is the process a student must follow to be involved with finding a "matching" job through your agency?
   - Where else can we go for career counseling?

6. Invite to class a college graduate who has a job which requires no college training. Why is that person not doing the work for which he or she received training? What have been the problems faced? How were these problems met, dealt with, and how were adjustments made?

7. Talk with students about selecting careers. Find out which jobs are increasing in number, which jobs are decreasing in number, which jobs will be new and will be emerging into the job market within the next year or two. Identify helpful hints in occupational planning. What are common mistakes many people make in selecting a career?

8. On the WORKSHEET on page 70 a grid is provided where students are to list across the top three job choices. A number of specific considerations are to be used by students to rate each of their job choices. Points are to be given and added together. Use these sheets with students to promote thought and discussion about considering carefully pitfalls in occupational planning.

9. Invite to class someone who is unemployed but who is trying very hard to find a job. Discover frustrations through which that person is going. Why is he or she unemployed? How can one prepare for unemployment? What services are unavailable to assist when unavoidable unemployment happens? How can planning help one to by-pass some cases of unemployment?

10. As the teacher/counselor, describe for the students the circumstances in your occupation that have been influential in causing you to make changes in your career plans. Students often believe that teachers are a special group who do not meet many of the problems others face. Stress that all workers must be ready at a moment's notice to take advantage of new opportunities or to make the best of existing ones. Express some of the considerations that you had to deal with along the way.

PITFALLS IN CAREER PLANNING

DIRECTIONS: Ask a worker you know to fill out this worksheet for you.

Name ________________________________ Occupation ________________________

1. How much training did you have for the job you now hold? (Check one)

   ______No special training except on-the-job training
   ______Special training (six months or less)
   ______One or two years training
   ______College degree
   ______More than four years of training
   ______Other (Please specify)

2. When you were in school, what occupation did you think you wanted most?

   ____Why?

3. How many times did you change your mind about this job you wanted most? ______ Why did you change your mind?

4. List, in order, all the jobs you have had for pay.

5. How do you feel about the job you now hold?

   ______The job I have is terrific! I would not want to change my occupation.
   ______Most of the time, I enjoy what I am doing.
   ______The job is just an average job---not good, not bad.
   ______A few parts of my job are enjoyable.
   ______I dislike very much the job I have now.

6. What advice would you give teen-agers for planning a career?

PITFALLS IN CAREER PLANNING

DIRECTIONS: Choose 3 jobs which you think you might like to have. Write the job title on the top line in each column. In the left-hand column are items to consider. Rate each job according to the way **you** feel about it:

1 - Very Poor
2 - Poor
3 - Average
4 - Good
5 - Excellent

Parts of the Job			
	(Job)	(Job)	(Job)
1. Working conditions			
2. Salary			
3. Duties			
4. Chance for advancement			
5. Working hours			
6. Education needed			
7. Training required			
8. Fringe benefits			
9. Location of the job			
10. Outlook of this job ten years from now			
Total Points			

Is the job with the highest number of points your first choice? Why do you say that?

What did you discover by doing this exercise?

TRAINING AND EDUCATION REQUIREMENTS*

Lead-In:

Each person is born with certain aptitudes (potential for learning certain skills) which he or she can develop through education and training or which can be allowed to go unused. Today's generation has a wide variety of career choices available to them based on their abilities and aptitudes.

Success is knowing what you want to do and then taking the necessary steps to achieve it. That is, setting a definite goal and working steadily toward it. One who wanders through life without a plan has little chance for success. It takes courage to take the first step toward a goal but taking the first step often means one is half way there.

Focus:

1. To determine what jobs are best suited for each student.
2. To determine what educational background is needed for various positions.
3. To determine what out-of-school training may be required for a specific position.
4. To determine what non-academic experiences one can seek that will prove valuable to job choice.

Optional Activities:

1. Ask the students to write on slips of paper jobs they might like to have one day. List these jobs on the board and determine the training and educational steps which must be followed to prepare for job entry and to remain at the same level.

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*From the WECEP Guide (second edition), Illinois State Board of Education, 1978.

Example 1	Example 2
General Physician: -High school diploma -3 or 4 years in premedical courses at a university -Pass admission test -4 years of medical school -1 year internship -Must continue taking courses to learn newest medical developments **Note:** To be a specialist takes from 2 to 5 years as a resident.	**Mail Carrier:** -High school graduate -Pass postal civil service examination -Begin as substitute -Take an on-the-job test each year on rules -Be evaluated each year on performance.

2. Discover the meaning of these words:

Aptitude
Abilities
Specialist
Apprenticeship
On-the-job training
Technical
Skilled
Vocational
Civil Service

Add other words students should know. Put the words on cards Have one student at a time draw a card, use the word in a sentence, and give one factual bit of information to the class which relates directly to the word on the card and to the working world.

3. Students often are unaware that even the most common jobs require training of one kind or another. On the worksheet on page 74 students are to use resources to help locate jobs requiring various amounts of training and education. Be sure to stress that each additional learning activity or each new experience opens more and more doors for job possibilities.

4. On page 75 of the WORKSHEET provide assistance for a student to think through a job with regard to qualifications, training, and educational requirements. Suggest that the students work through the sheet carefully and then share the information with one classmate. As teacher-coordinator, you will want to discuss the information with the student to help him or her gain a realistic impression of training requirements.

5. Ask for students to name a hobby, part-time job, or outside activity which would provide experience for preparing for each of these:

Example:

Coach--Little league coach
Farmer--
Teacher--
Nurse--
Photographer--
Free lance artist--
Mechanic--
Professional musician--

6. Invite a speaker from a craft union to familiarize students with apprenticeship programs, trade schools, vocational and junior college programs available in the area.

7. Students are to write letters asking for training and educational information for various jobs of interest to them. Labor unions are good sources. Addresses are given in the Occupational Outlook Handbook, also. Have students share their information when letters are returned.

8. Find out jobs famous people had early in their lives. How did the early training and experience help them move up the ladder? How can experience in one field be valuable to a person who finally ends up with a totally different occupation? Point out examples such as a teacher who leaves to sell textbooks, or a body and fender mechanic who goes into selling car insurance.

9. Interview three people (parents, friends, neighbors) to find out their education, training, and experience. List their different jobs. Have they experienced more good luck or misfortune in their career lives? Could some of these "breaks" have been handled differently? If they were to live their career lives over again, what changes would they have made? How did early experience help them later in life.

10. A situation: Mory dropped out of school at age 16 and went to work at a gas station. For a year, this job met all his needs. He enjoyed what he was doing and was very happy not to be in school. His friends stopped by the service station often and he spent his time off with them working on cars. Secretly he wished he had taken an auto mechanics course in high school before he left, but that wish did not help him now. Gas station work was the same thing day after day and it did not pay all that well, either. Help Mory get his thinking together. What are some possibilities for him? What is the first important step he will have to take?

TRAINING AND EDUCATION REQUIREMENTS WORKSHEET

DIRECTIONS: Use resource books. List five jobs in each section.

1. Jobs which are classed as civil service:
   1.
   2.
   3.
   4.
   5.

2. Jobs which do not require a high school diploma but only on-the-job training:
   1.
   2.
   3.
   4.
   5.

3. Jobs which require only a high school diploma and on-the-job training:
   1.
   2.
   3.
   4.
   5.

4. Jobs which require a special training period at a special school:
   1.
   2.
   3.
   4.
   5.

5. Jobs requiring a junior college associate degree:
   1.
   2.
   3.
   4.
   5.

6. Jobs requiring a college degree:
   1.
   2.
   3.
   4.
   5.

7. Jobs requiring a college degree plus additional training:
   1.
   2.
   3.
   4.
   5.

8. Jobs requiring an apprenticeship program:
   1.
   2.
   3.
   4.
   5.

TRAINING AND EDUCATION REQUIREMENTS WORKSHEET

DIRECTIONS: Name a job in which you are interested. Find the answers to the following questions.

Name of Job ______________________

Describe the job by listing five duties of it:

1.

2.

3.

4.

5.

What training or education must one have **before** entering the job?

What training will one be required to have **after** entering the job?

Name jobs that one might have if advanced in position.

What training or education would one have to get in order to receive that advancement?

What are the qualifications (abilities) one must have to hold the job named?

Which of those qualifications do you now have?

Which qualifications do you still need?

Would you be willing to make the effort to become qualified?

If yes,what would be the first step you should take?

USING THE SERVICES OF CETA (COMPREHENSIVE EMPLOYMENT AND TRAINING ACT)*

Think About It:

What is CETA anyway?

Comprehensive
Employment and
Training
Act

But what is it? Money is given by the Federal Government to CETA. CETA then helps people who are out of work to find jobs. CETA sometimes pays for training people for jobs if these people need more skills. This training might be at a community college, or it might be on-the-job training.

CETA jobs are usually for short periods of time. The worker must try very hard to do a good job. If the worker does well, however, the employer may hire that worker permanently.

CETA workers will come to visit you on the job. They want to know if you are doing a good job.

CETA is a fairly new job source, one that you should not overlook.

Optional Activities:

1. I Am Tom Rice, And I Work For CETA

   Have a worker from the CETA office nearest you come to class. Ask that person to talk to the class about how CETA can help you get jobs. What are the steps one must follow? Who can have CETA jobs? What kind of jobs will CETA find for you? Does it cost any money to get a CETA job?

2. On Your Mark! Get Set! Go!

   Go as a group to the nearest CETA office. Talk with the workers there. Get to know about the different forms. Also go through the steps you might take to get to the CETA job. When you get back to school, on a city map show the route you took to get to the CETA office. Now show on the city map how you would go to get to the CETA office from your home.

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*From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

3. Yes Is Black; No Is White.

CETA is a fairly new program. Not everyone knows what it can do for people out of work. Look at these steps:

a. Go to the CETA office.
b. Fill out an application form.
c. CETA workers will decide if you qualify for a CETA job.
d. People at CETA will talk with you. They will tell you what skills you need in order to keep a job.
e. Then CETA will try to place you in a suitable job. Often only a few jobs are available.
f. An employer may train you on the job. You must:

    - Learn how to do the job well.
    - Go to work regularly.
    - Be at work on time.

g. If you are a good worker, the employer may hire you permanently.
h. Someone from the CETA office will visit you. They want to know if you are doing a good job.

On the WORKSHEET on page 78, sentences tell about CETA. Some sentences are true. Some sentences are false. Answer the questions. Then find the hidden message.

4. Shall I Write, Or Shall I Speak?

Find out as much about CETA as you can. Talk to CETA workers. Read the pamphlets they give you. Look in the library for books and articles about CETA. Either write a report or tell the class what you find out. Have as much new information as you can find about CETA.

5. We Now Take You To The Local CETA Office.

In Option C above, steps are listed that one must follow when at the CETA office. Plan a skit with a friend. One of you will be a worker at the CETA office; the other will be a teen-ager wanting a job. Show each step. After you know how you will show each step, give the skit for the class. Be sure to check with your teacher first. You may need to make some signs so your audience will know who you are and what you are doing.

USING THE SERVICES OF CETA (COMPREHENSIVE EMPLOYMENT AND TRAINING ACT)

DIRECTIONS: Write "yes" before the statements which are true about CETA. Write "no" before the sentences which are not true.

_____ 1. The letters "CETA" stand for Comprehensive Employment and Training Act.

_____ 2. Even 12-year-olds can get a job through CETA.

_____ 3. CETA helps people find jobs if they have been out of work.

_____ 4. One thing CETA *never* does, is pay for training at a community college.

_____ 5. When you go to CETA, you will need to fill out an application form.

_____ 6. A CETA worker will then decide if you qualify for CETA help.

_____ 7. Someone at CETA will talk to you. They will talk about what a good worker needs to do to keep a job.

_____ 8. Some skills to learn about work are: learn to do the job well, go to work regularly, be on time.

_____ 9. It is always easy for a CETA worker to find you a job.

_____ 10. You may not have the skills needed for a job. Then the employer may train you on the job.

_____ 11. CETA jobs are for short periods of time. The worker must try very hard to do a good job. Then the employer may hire that worker permanently.

_____ 12. Once you have a job, you will never see CETA workers again.

_____ 13. CETA may send you to a Community College or Trade School. Here you will learn skills to help you on the job.

_____ 14. CETA is an old organization. It was started by Abraham Lincoln.

_____ 15. Someone from the CETA office will come to visit you at work. They want to know if you are doing a good job.

DIRECTIONS: If the answer to the question is "yes , black that number in with your pencil. If the answer is "no," leave that square blank.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

SECRET MESSAGE ______________

JOBS REQUIRING SKILLS IN SUBJECT MATTER AREAS*

Think About It:

Can you think of some jobs where you do not need any of the skills you are learning at school?

It seems there might be quite a few. But try to name some. It would be very difficult.

Just about every job you might name needs math or reading. Others need art or musical ability. Still others require the worker to know where cities are or where a certain product is grown.

It would not be a good idea to get a job which required a lot of physical strength if you do not have the strength to do a good job. You would wear yourself out and be miserable if the job required your body to do more than it was able. It is the same with other skills and abilities.

You should choose a job where you can use the best skills you have.

Optional Activities:

1. A Trucker Needs Many Math Skills

Look at the jobs below. Choose five of them.

Baker
Landscaper
Sod Grower
Tailor
Critic
Bookkeeper
Bank Teller
Zoo Keeper
Pilot
Bus Driver
Teacher
Social Worker
Sales Person
Dancer
Fashion Designer
Architect
Nurse
Music Store
Reporter
Athlete
Paramedic
Minister
Mechanic

Now think of skills in subjects needed for each of the five jobs.

You will want to keep these subjects in mind:

Math
Music
Language Arts
Art
Health
Physical Education
Social Studies
Science

---

*From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

Mark your paper in this way:

JOB	WHICH SUBJECTS ARE NEEDED?	WHAT PART OF THE JOB USES SKILLS IN THAT SUBJECT?
Example: Trucker	Math	When figuring weight limits When figuring distances traveled and gas mileage Map Reading
	Social Studies	What weather conditions are apt to exist in areas of the country.
	Etc.	

2. May I talk with you about your job?

Talk to five different workers. Be sure that each one is from a different job cluster. Ask them to tell you which of these skills they use in their jobs and in what ways.

- Math
- Science
- Language Arts
- Social Studies
- Physical Education
- Art
- Health
- Music

Write down what each one says. Does it surprise you what these workers say?

3. A Firefighter must be in good physical condition.

List these subjects on your paper. Choose three jobs in each section. Tell how that subject area is needed on the job.

Health and Physical Education

- Barber
- Nurse
- Dancer
- Therapist
- Football Player

Science

- Dentist
- Farmer
- Florist
- Veterinarian
- Pharmacist

Math

- Clerk
- Carpenter
- Bank Teller
- Paper Carrier
- Architect

Music and Art

- Sculptor
- Painter
- Singer
- Actor
- Interior Decorator

Social Studies

- Mail Carrier
- Police Officer
- Weather Reporter
- Social Worker
- Politician

Language Arts

- Actor
- Priest
- Editor
- Librarian
- Judge

Example: Health and Physical Education -
Barber - Needs to know diseases of the scalp and hair.

4. Get ready for your job ten years from now.

Write a paragraph. Tell about the job you hope to have ten years from now. In order to do that job well, what school subjects should you study now? In what ways will you need those skills? To be very well prepared for the job, what courses should you take while you are still in school?

INTERVIEWING WORKERS TO GET CAREER INFORMATION*

Think About It:

One very good place to find out about a job is to talk to someone who works, or who has worked, on that job.

The job may really seem to be a great one, but the worker may feel very differently about it. Even then two workers may not agree as to the advantages and disadvantages of a job even though they work side by side and do the same tasks.

Talk to workers. Listen to what they have to say about the job. Then decide for yourself whether a certain job is what you would or would not like.

Optional Activities:

1. Could I Ask You A Few Questions Please?

To learn interview skills, practice asking questions of members of your class. Be able to write down answers quickly and accurately. Ask a classmate these questions:

- What is your full name?
- Where were you born? On what day were you born?
- What are 3 of your main interests?
- What kind of job would you like to have when you are out of school?
- What do you think three disadvantages of that job would be?
- What do you see as three advantages?

Think of other questions you want to ask. You may want to tape the interview. Play it back for the information. When you feel good about your interviewing skills, let your teacher listen to you interview a different classmate.

2. What Is the Name of Your Job, Please?

Think of some worker at your school whom you would like to interview. Make an appointment. Take a tape recorder, a tape, and get permission from your teacher to go. Talk with the worker. Ask for this information, as well as any other questions you might like to ask:

- What is the name of your job?
- Tell me what you do on your job in one day?
- What are the two best parts of the job?

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*From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

- What are the two worst parts?
- What are the job titles of workers around you?
- How do you work together with them?
- What "getting along" skills must you have in order to be happy on the job?

Talk with your teacher about what you find out. Or, write a newspaper article. Use the information in your article.

3. What Student Has These Things To Say.

Ask your teacher for the name of a co-op student who is out of school and working. Make an appointment. Use the WORKSHEET on page 85 when you go to the interview. Report back to the class.

4. Lights! Action! Camera!

Does your school have video equipment? Ask your teacher to help with this activity. Think of a working situation where it would be impossible for the whole class to go observe. The class could not see the baker at work since the main time for bakers to work is very early in the morning.

The Mayor's office is not a good place for the whole class to go. So, plan a set of questions to ask. Video tape the worker. You, the student, will be the interviewer while your teacher video tapes. Take your tape back to the classroom. Answer any questions your classmates may have. Or, ask the worker to come to class to explain more completely about his or her job.

5. I Didn't Know You Did All That.

Do you know what the adults who live at your house do on the job? Let's find out! Ask the person these questions:

- Tell me exactly what you do on the job.
- How did you learn to do this job?
- What jobs have you done before? What job is the next step above this job? Will you ever have that job? Why do you say that?
- If you could have any job in the whole world, what would it be? Why?

Write a paragraph to tell what you found out in the interview with a worker from your home.

6. To find out more about a job, think of someone who works at an interesting sounding place. Set a time when you can talk with that worker. Decide ahead of time what questions you will ask. Record the interview. Listen to the recording again. Answer the questions on page 86. Then make a report for the class. You may also want to play parts of the recording for the class.

INTERVIEWING WORKERS TO GET CAREER INFORMATION

DIRECTIONS: Ask your teacher for the name and address of a student who is now out of school and working. Write below the answers the worker gives.

Name of person interviewed: ____________________

Ask these questions:

How long have you been out of school? ____________

What was the last grade you finished? ____________

What jobs have you had? ____________________

____

Are you working now? ________ Where? ____________________

Have you had any training since you left school?

- ______ On-the-job training?
- ______ Special School? ____________________ (name of school)
- ______ Junior college? ____________________ (name of school)
- ______ 4-year college? ____________________ (name of school)

If you are working, what are 3 things you like about your job?

1. ____________________
2. ____________________
3. ____________________

If you are working, what are 3 things you do not like?

1. ____________________
2. ____________________
3. ____________________

Do you plan to change jobs soon? ________ Why? ____________________

What advice would you like to give the kids in school?

1. ____________________
2. ____________________

INTERVIEWING WORKERS TO GET CAREER INFORMATION

DIRECTIONS: Interview a worker who has an interesting job. Find out the information below. Return to class and report what you found out.

Job: Full-time _____

Person interviewed: ______________________________ Part-time _____

Job: ____________________ Place: ____________________

Tell 3 things the worker does on the job:

1. ______________________________
2. ______________________________
3. ______________________________

Does the worker need special clothing? ______________

If so, what? ______________________________

What tools does the worker use? ______________________________

Did the worker need special training? ______________

If so, how much? ______________ Where? ______________________________

What is the starting wage? __________ Wage after 10 years? __________ Wage after 20 years? __________

How long has the worker had this job? ______________

What other jobs did the worker have before this one? ______________________________

____

How long has the worker worked for this company? ______________

List three things the worker likes about the job:

1. ______________________________
2. ______________________________
3. ______________________________

List three things the worker does not like about the job:

1. ______________________________
2. ______________________________
3. ______________________________

If it were possible, would the worker change jobs? ______________________________

Why? ______________________________

What job would the worker rather have? ______________________________

Why? ______________________________

"WHAT I'D DO IF"*

Goal:

To stimulate students' thinking about values and the way our values affect our responses to different situations.

Objective:

Given the exercise, "What I'd Do If," students will complete the exercise and be able to discuss their reasons for the choices they made.

Materials Needed:

Handout on "What I'd Do If"

Process:

Have you ever been faced with a situation in which you had to make a decision but you didn't know what you should do? We all find ourselves in situations sometimes that make it necessary for us to solve problems for ourselves. Some questions we might ask are: What are some possible solutions to the problem? Do I think any of the possible solutions are wrong? What about the feelings of other people who may be concerned? What seems to be the best solution to the problem when all things are considered?

Let's look at some possible situations that may create problems for us and how we could find ways to solve those problems. Think about the different ways that each problem could be handled and choose the solution that you think is best.

Note to Teacher:

Read the following situation to the class and the possible alternatives to be considered. Allow students to select solutions and explain their reasons for the choices they made. It is important that the teacher refrain from making evaluative statements about the choices that students make, but rather maintain an accepting attitude and encourage them to examine the possible consequences for the action they choose.

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*From Running for Joy (Kentucky State Department of Education, 1975), in Creative Action Counseling Techniques and Useful Strategies (Arizona Department of Education).

Sample Situation:

Someone wants you to throw stones at the windows of another person's house.

Would you:

1. Refuse to do it?
2. Tell him/her you won't and that he/she shouldn't either?
3. Go ahead?

"WHAT I'D DO IF"

1. Someone wanted me to throw stones at the windows of another person's house --
    a. Refuse to do it
    b. Refuse to do it and tell him/her not to do it either
    c. Go ahead
2. I broke a window at school and no one saw me do it --
    a. Tell the principal what happened
    b. Say someone else did it
    c. Not say anything
3. The driver forgot to collect my money for the bus --
    a. Say nothing
    b. Give him/her the money if he/she asked for it
    c. Remind him I hadn't paid
4. My team lost the game --

    a. Refuse to play any more
    b. Tell the other team they played a good game
    c. Say the game wasn't fair
5. I felt tired and wanted to go to bed before my company went home --
    a. Stay up until they were ready to leave
    b. Tell them to go home
    c. Say "excuse me" and go to bed
6. I found a purse and didn't know who owned it --
    a. Try to find out who it belonged to
    b. Keep it and say nothing
    c. Say "finders keepers"

7. A stranger stopped and asked if I'd like to go to the circus --
    - a. Refuse and walk away
    - b. Ask my mother
    - c. Go with him/her

8. I had two friends who didn't get along together --
    - a. Not play with either of them
    - b. Try to help them become friends
    - c. Choose between them

9. My best friend made unkind remarks about the new student in our class --
    - a. Tell my friend that both of us should get to know the new student better
    - b. Tell the new student what my friend said
    - c. Agree and say "I think you're right"

10. My mother wanted more time to do things she enjoyed --
    - a. Not do anything
    - b. Say "It's really tough being a mother"
    - c. Help with the housework

STRENGTH SKITS*

Goal:

To encourage identification of strengths in group members and to provide opportunities for group interaction and decision making.

Objective:

Each student will participate in a skit by making decisions where persons fit based upon their strengths and being able to discuss that decision.

Materials Needed:

Worksheets pages 92 and 93.

Process:

We have been thinking about strengths or strong points that each of us possesses and these are shown on the sandwich board that we made. This activity is to help us better understand how people get along together by using the different abilities they have. Remember, that we are important to each other because it takes many kinds of strengths and skills to get things done and we each have something different to contribute or give to the group. We are going to divide into groups of six (or fewer) for a task that will help us see how our strengths can make us valuable and important to others. Think about the strong points of the members in your group and see how they may be like the people described on the sheets I am giving you.

Note to Reader:

You may choose to use the skits as two separate activities, depending upon the time available. If both sheets are used during the same time period, they should be distributed separately in order to assure the groups' full attention to each task.

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*Adapted from Running for Joy (Kentucky State Department of Education, 1975), in Creative Action Counseling Techniques and Useful Strategies (Arizona Department of Education).

Closure for Strength Skits:

After groups have completed the character assignments according to the descriptions given on the handouts, allow the students to form sub-groups of like characters. For example, in the "We're in the Circus" exercise, all Fortune Tellers, Strong Men, Costume Makers, etc., will form groups in the "Lost in the Woods" exercise; all Organizers, Peacemakers, etc., will join together for brief discussion sessions.

Encourage the students to discuss the feelings they had about:

1. Being involved in making the decisions about character assignments
2. Having been identified by their group members as possessing a particular strength
3. Reaching decisions when group members have different ideas and see different strengths in others.

Students may also want to discuss their feelings about being members of the subgroup: How are we alike? How are we different? Was there another character that we would like to have been? Why? (What strengths did the character have that we might like to work toward?)

Note to Leader:

You may wish to write suggested ideas for discussion on the board so that all groups may function simultaneously.

STRENGTH SKIT – "WE'RE IN THE CIRCUS"

Your group is going to be responsible for assigning jobs in a circus. Think about the strengths that each person has and what he/she can do well that would help in that job. Be prepared to tell the other groups why you decided upon the person that you chose for each character. Either a boy or girl could be selected for each role. The following jobs are to be assigned:

A. Fortune teller ______________________________

B. Strong Man ______________________________

C. Ringmaster ______________________________

D. Clown ______________________________

E. Roustabout (Puts up tent and equipment) ______________________________

F. Costume Maker ______________________________

G. Business Manager ______________________________

H. Food Seller ______________________________

I. Animal Feeder and Caretaker ______________________________

J. Boss ______________________________

K. Nurse ______________________________

L. Doctor ______________________________

STRENGTH SKIT – "LOST IN THE WOODS"

The members of your group have become separated from the rest of your class during a hike through a wooded area. You know that someone will be coming to look for you, but it is getting dark and you may have to spend several hours there before you are rescued. Every person in your group would be important in some way depending upon the different strengths and abilities that each has. Read over the descriptions for each character and choose a member of your group who fits each role. Be prepared to tell the other groups why you decided upon the person that you chose for each character.

Olga or Ollie Organizer. Helps the group get together to decide what should be done before rescuers arrive. Encourages each member to decide what he/she can do to make the situation more comfortable until they are found.

Funny Fran or Freddie. Keeps laughing and telling jokes and helps the other group members become more relaxed and less afraid.

Strong Stan or Sarah. Can do the things that require strength such as moving heavy logs and rocks from the path and gathering wood for the fire.

Smart Susie or Sid. Thinks of things that others in the group haven't considered, such as pointing out the advantages of remaining in the same place and staying together until someone locates them.

Cooperative Carl or Carla. Helps all the others by his/her willingness to share in the jobs that need to be done.

Peter or Pam Peacemaker. Helps keep the group working together by settling arguments that arise and helping the group get along.

Assign the following jobs:

A. Organizer ____________________

B. Funny ____________________

C. Strong ____________________

D. Smart ____________________

E. Cooperative ____________________

F. Peacemaker ____________________

SYSTEMATIC DECISION-MAKING*

Goal:

To learn how to make decisions in a systematic way.

Objective:

Using a Carkhuff Method of decision-making, each student will be able to list 3 values, weight the values, rate the decision alternatives on a favorability scale, and compute the most favorable alternative with 90% accuracy.

Group Size:

Individual to a large group.

Materials Needed:

Paper/pencil, chalkboard or flipchart.

Process:

1. Introduction to the Topic

Explain that every day we have to make decisions such as what we'll wear, eat, when to leave for school, what homework assignment to study first, etc. We are also faced with larger decisions such as what subjects to take in school, whether or not to participate in extra-curricular activities, whether to work weekends or not. Ultimately we are faced with what should I do for a living to support myself when I leave school? Too often we make decisions based upon what others think, pressure from friends or family, or we just put off the decision until we have no options. This exercise will give you a method to make decisions in an orderly and systematic manner.

Next, ask students to give an example of a decision they are faced with. Examples might be: what courses should I take next semester? Should I go to the homecoming game? Should I go to college or not? Which summer jobs should I take? Write their suggestions on the board.

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*Adapted from Ted Friel and Robert Carkhuff, The Art of Developing a Career (Amherst, MA: The Human Resource Development Press, 1974).

Next, ask how do you make a decision to these questions and have some degree of certainty that you are correct? Most often students will give you the pros and cons of an issue. Acknowledge that this is certainly a justified manner but explain that there is a way of being even more certain. That is what you are going to teach them now.

2. Steps in Decision-Making

   a. Take an example that students can relate to. For illustrative purposes we will use selecting a summer job. The choices are: a counter waiter at Brigham's Ice Cream, the maintenance crew member for the Parks Department, or selling tickets at the drive-in. List these alternatives on the board (see Figure 1①).

   b. Next, have students list 3 to 5 issues (values) or reasons that they should consider in taking a summer job. Examples might be: money they'd earn, hours they'd work, transportation problems to and from work, whether it is outdoors or indoors, will they be with friends, does it relate to what they'd like to do for a career after they graduate, etc. List these values vertically on the board (see Figure 1②.

   c. Now ask the students, are these values of equal importance to you? They should say "no." Some students will want the job which pays most, others would want to be with friends; hopefully some will want a career-related job. Explain that in order to make a decision about the alternatives, you must make a decision about what values are most important to you. You do this by ranking the values on a scale from 1 to 10 as shown below. It would probably help to put this on the board.

10 My most important value
9
8 These are very important values
7
6 These values are of average importance
5
4
3 These are less important values
2
1 My least important value

For illustrative purposes let's assume that this person's values are in order:

- money - ("I need to save for after graduation")
- career-related - ("I want it tc help my long term goal")
- transportational - ("I don't have a car")
- hours - ("I'd like to have my evenings free")
- friends - ("I'd like to work with my friends if possible")
- environment - ("I don't care if I work outside or in")

They are weighted as shown in Figure 1③.

d. The fourth step is to analyze each job alternative in terms of your values. To do this use the following scale (put on board).

++ Very Favorable
+ Favorable
+- Favorable or Unfavorable
- Unfavorable
-- Very Unfavorable

Now ask this question for each value:

"If I am a __(the job)__, will I get __(my value)__?

For example, if I am a counter waiter, will I make $700 for the summer? (The goal of my most important value - money).

Using the example we have been using let's assume the following scenario. Being a counter waiter at Brigham's I can make $600 with tips. I'm interested in the food service field because it is the fastest growing industry. I will have to work some nights and a few weekends; I can take the bus because of the hours; it is inside and my friends will be around to see me. Figure 1④ shows the following favorability ratings.

The job on the maintenance crew I could earn $800 but it is not career related; I'd have problems getting to work using the bus; the hours would be okay; none of my friends would be around; and it's hot work being outside all the time. The favorability rating appears on Figure 1⑤.

The job as movie ticket seller would be earning $450 because it would be part-time nights. It's not career related; I couldn't see my friends too much though I'd have free passes. Transportation is not too big a problem, but I'd have to take the bus late at night. The favorability rating appears on Figure 1⑥.

Figure 1

Decision Making Matrix ①

		Alternatives					
② Values	③ Weights	Counter Waiter ④	(4A)	Maintenance Crew ⑤	(5A)	Movie Ticket Seller ⑥	(6A)
Money	10	+	(+10)	++	(+20)	+	(+10)
Hours	5	+	(+ 5)	+	(+ 5)	-	(- 5)
Transportation	7	+	(+ 7)	-	(- 7)	-	(- 7)
Environment	1	++	(0)	+-	(0)	+-	(0)
Friends	3	+	(+ 3)	-	(- 3)	+-	(0)
Career Related	8	++	(+16)	-	(- 6)	-	(- 8)
			+41		+ 9		-10

e. To determine the most preferred or desirable job based upon your values, multiply each of your weights by the favorability scale levels. For example: 10 x "+" = 10 or 10 x "++" = 20, 5 x "-" = -5, and so forth. The weighted score for each job alternative is found by summing each of the columns (see Figure 1 4A 5A 6A). In this illustration the most preferable job would be the counter waiter at Brigham's. In other examples or situations, the differences may not be so distinct. A rule of thumb is that the most preferred alternative should be 75% of an ideal score (the ideal score would be "++" for each value). In the example we used the ideal score would have been 68. The score obtained, 41, is roughly 60% of the ideal score.

3. Review: The steps involved in systematic decision-making are:

   a. List the alternatives
   b. Define your values (what's important to you in considering the alternatives)
   c. Weigh the values on a scale of 1-10
   d. Evaluate each value against each alternative on a 5-point favorability scale (++ to --)
   e. Multiply the value weight by the favorability scale levels
   f. Add the totals for each column
   g. Analyze each alternative to determine why one is more preferred than the other(s)

LEARNING TO MAKE DECISIONS

Think About It:

Everyday we make hundreds of decisions. If only one idea at a time presents itself, we have no problems. But when several choices appear, problems begin to arise.

A way to help decide is to follow this plan:

1. Name the problem.
2. Think of all the options, List them.
3. For each option, think of all the reasons for and against that option.
4. Choose the best solution.
5. Try that solution.
6. Decide if it was a good choice or not.
7. Make a new plan if it is needed.

Optional Activities:

1. Yesterday I Made These Decisions.

   Think about yesterday. What decisions did you make. What choices were there? Use the Worksheet on page 100 for listing your decisions.

2. What Possible Solutions Would There Be?

   On a poster name a problem. Either draw pictures or cut pictures from magazines to show possible solutions to that problem. Under each picture tell how it would help solve the problem.

3. Channel 3 Presents a Problem.

   Watch a T.V. program where a problem arose. Write a paragraph telling how the problem was solved. Tell what steps were taken. Do you think it was the best way to solve the problem? Why do you say that?

4. "Initiative" Means Doing Things That Need To Be Done Without Being Told.

   Decisions must be made at work, too. It is easier to let someone else tell you what to do all the time. But a good worker does not wait to be told. A good worker sees things that need to be done, and goes ahead and does them. This is called "initiative." If the floor needs to be swept, a person who has initiative sweeps the floor. Think about initiative. Plan a skit which shows a worker who waits to be told to do everything. Then show how the same worker makes a decision on his or her own to do what needs to be done at that moment. Give your skit for the class. Then discuss "initiative" and "decision making."

5. Let Me Tell You About Georgette.

Think of one of the workers below. Write a story or tell one about one of them. How did he or she show initiative on the job? What decisions does each one have to make on his or her own?

Georgette cleans motel rooms.
Kirk stocks grocery shelves.
Greg sells magazines door-to-door.
Gina babysits.

6. Let Me Name The Seven Steps For Making A Decision.

Think about these decisions:

- What should I do about getting to work?
- What should I do about my grades?
- What should I do about getting along with my parents?
- What should I do about getting a stereo?
- How could I be more popular?

Is any one of these your problem right now? Think of a big problem and then work through it. When you have it worked out in your mind, talk with your teacher. Remember, use the steps:

1. Name your problem
2. Name at least 3 possible solutions
3. Think about each solution carefully
4. Pick the best solution
5. Try out the solution
6. Evaluate the results
7. Make a new plan if needed

LEARNING TO MAKE DECISIONS

DIRECTIONS: Think of some of the decisions you made yesterday. Fill in the blanks. At first you may say you did not make that many decisions. But think carefully . . .

Question you asked yourself	Choices — circle the one you decided upon	Was it a good decision? Why?
Example: What shall I eat?	Salad — Sandwich — [✓ Pizza] Yogurt — Candy bar	No, because I want to lose weight
1.		
2.		
3.		
4.		
5.		
6.		

CHOOSING CHANGES*

Goal:

To help students understand that they have the right and opportunity to choose, test, and through experience modify their views of themselves in relation to work; and to increase awareness of the ability to act on these experiences by making hypotheses about themselves and the future.

Objectives:

As a result of the lesson, students should:

- be able to compare their own career aspirations with the career expectations that others hold for them;
- identify internal and external constraints on freedom of choice and ways in which those constraints can be overcome;
- be able to list at least five tentative career choices that they think are attainable;
- describe the elements of risk involved in career choice;
- describe the need for having choices in career goals.

Group Size:

Small group or classroom.

Materials Needed:

Copy of the story if it is not read aloud.

Process:

1. Introduction to the topic:

Ask students to finish these two sentences:

If I could be anything in the world when I grow up,
I'd most like to be a ____________________.

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*Running for Joy (Kentucky State Department of Education, 1975), in Creative Action Counseling Techniques and Useful Strategies (Arizona Department of Education).

What I think I probably will be when I grow up is a ________________. How many different answers did students have for the two questions? Ask students why there is a difference between what they would most like to be and what they probably will be. List on the board the barriers they think would keep them from achieving their "most like to be" goals. Explain that the story Choosing Changes is about a girl who did become what she most wanted to be - in spite of the barriers. Ask students to watch for the problems Barbara faces and the ways that she overcomes them.

2. The Story: Choosing Change

Barbara chose to be a chemical engineer, even though she knew she would be one of the few women in the field. Living according to her own goals and choices meant personal challenges for Barbara, especially when she went to work in a lab as a project engineer in oceanography. But Barbara, recognizing her own potential for change and success, was willing to accept the challenges and take the necessary risks.

Barbara believed that the new equipment she had designed could only be given a true test in the actual intended environment - on the ocean floor. Her supervisor was doubtful. The idea was very expensive and very risky; besides, Barbara did not even know how to deep-sea dive.

After a long summer of exhausting training, Barbara finally got her chance and emerged triumphant from the underwater hydrolab. She had successfully completed the experiments fifty feet beneath the ocean's surface. She felt good about it. "The hydrolab proves," she said, "that I can handle a lot more than I thought I could - even things that scare me."

Choosing Challenges is a true story about Barbara's freedom to choose and to change.

3. Key Questions:

a. What risks were involved when Barbara decided to do the hydrolab project? What kinds of risks are always involved in making a career choice?

b. Why did Barbara find her work satisfying? What personal skills did she need to do the job well? (Leadership ability, ability to get along with others, ability to learn new things quickly, ability to handle new problems and situations.)

c. What are some things that would make work satisfying for you? What personal skills would you like to develop and use in your career? Name some jobs that would combine these skills and at the same time be satisfying to you.

d. Do you think Barbara will ever change jobs? Why? What might happen that would force her to change jobs? Do you know anyone who has had to change jobs even though that person didn't want to?

JOB SOURCES*

Lead-In:

When a person, even an adult, decides he or she wants a job for the first time, it is a frightening experience. They ask:

"Where should I go?"
"How do I make a good impression?"
"What if they don't have a job for me?"
"Am I qualified?"

Most young people daydream about the job they will have, but for many it is difficult to know where to begin looking. Often students are tempted to wait until someone says, "Say, how about a job? I have just the right one for you." But, usually a first job does not come about this way.

Students need to know that finding a job, in itself, takes practice and skill. Some job sources they should consider are:

1. School placement offices
2. Family and friends
3. Employment agencies
4. Newspaper "Help Wanted" ads
5. Directly contacting businesses
6. Others

Focus:

1. To acquaint students with possible job sources and assist students with gaining skills for using those sources.

2. To assist students with learning how to take the initiative for contacting job sources.

Activities:

1. In a group, list sources of employment. Using the telephone directory, have students look up the addresses of such sources as the State Employment Agency, the nearest CETA office, private employment agencies,

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

newspaper offices, etc. Talk specifically about how to contact these sources and what to say. Role play interactions.

2. Bring to class recent copies of newspapers. Instruct the students to cut out ads for which they and others in the class would qualify. Discuss each of the ads in relation to:

   - Location of the job
   - Hours on the job
   - Pay
   - Skills needed (qualifications)
   - Method for contacting employer
   - Further information needed

3. Stimulate making contacts with employers by phone. Some important steps for the students to remember are to:

   a. Ask for the person named in the ad.
   b. State why you are calling.
   c. Answer questions clearly about your background and experience.
   d. Find out what you need to know about the job.

      - Where is the business located?
      - What are the hours?
      - What work will you be doing?
      - What is the pay?

   e. Be sure to get the name and address of the person you are supposed to see. Write it down so you will not forget.

   f. Find out when you should be there.

   g. Make sure you have written correctly the person's name you are to see, the time, and the place.

Select one employer and three students for each of the following ads. Each student will call the employer to make initial contact. The student who serves as employer will decide which student(s) will be selected for interviews, basing judgments upon clearness of thought, poise, manners, and interest in the job.

Wanted: Busperson three nights a week. Contact Edith Johnson, 444-6666

Part-time sacker needed. Green Acres Grocery. 765-4321

Needed: Student to assist florist with Memorial Day rush. Call Paul John for appointment. John's Florist. 555-3210

4. Visit the school placement service if your school has one. Find out what services it provides and the procedures to follow in securing a job. Before going to the Placement Service, develop a series of questions for which students are interested in finding answers.

5. Visit an employment agency (either state or private) to become familiar with its location as well as to discover the services provided. If a field trip is not possible, ask a member of their staff to come speak to the students about procedures for obtaining employment. Ask the representative for sample forms to practice filling out.

6. Use the WORKSHEET on page 107. Each student should make a list of family members and friends of their family who work at places where jobs exist for teenage persons. Then add businesses where they think they might like to work. Continue by adding job possibilities where neighbors and classmates work. Go over each list with the student to see that there are a number of possible job sources and ones which are realistic for the student.

7. Going from business to business often brings results in finding work. Role play employers and teen-agers in situations where the person wanting work goes into the business and asks. Be sure to include these steps:

   - Ask for manager
   - Be pleasant and smile
   - State your purpose
   - Indicate interest in working there
   - Explain qualifications
   - If no job is available then, ask the manager to keep you in mind
   - Thank the manager for his or her time
   - Smile

8. After discussing the various methods for locating job sources, hand out the WORKSHEET on page 108. After the students have completed the activity, allow them to discuss their answers giving reasons for their responses.

9. Each student is to choose one job source, decide how it would be best to use that job source. Report to the class.

10. Categorize jobs which deal with (1) people, (2) things, or (3) ideas. Students should be able to begin to decide which type of work they would enjoy most.

JOB SOURCES

DIRECTIONS: Family, friends, and neighbors who work are job sources. On the sheet below, think of people you know who work where teen-agers are hired. Fill in the blanks.

A PERSON YOU KNOW TO ASK	PLACE WHERE THAT PERSONS WORKS	A JOB A 14 - or 15 - YEAR-OLD MIGHT GET THERE
FAMILY 1.		
2.		
3.		
FRIENDS OF FAMILY 1.		
2.		
3.		
NEIGHBORS 1.		
2.		
3.		
SCHOOL FRIENDS WHO WORK 1.		
2.		
3.		

JOB SOURCES

DIRECTIONS: A person who wants to find a job must check out many leads. Look through the list below. Mark "yes" before the sources which might help you find a job. Mark "no" before the sources which probably would not be a good job source. Be ready to defend your answers.

_____ 1. Ask friends at school
_____ 2. Telephone a business
_____ 3. Look at "Help Wanted" ads
_____ 4. Write to the governor
_____ 5. Place an ad in "Jobs Wanted" section of newspaper
_____ 6. Ask the grocery store manager
_____ 7. Ask parents
_____ 8. Check at the State Employment Service
_____ 9. Look in **Time** magazine
_____10. Check at a Private Employment Agency
_____11. Call the CETA office
_____12. Ask relatives
_____13. Look in "Jobs Wanted" ads
_____14. Talk to department store personnel manager
_____15. Ask at a fast food business
_____16. Call the radio station

Think of businesses and organizations in your area who hire teenagers.

DIRECTIONS: List one person or business in your area that you could use as a contact person for a job for you. If you do not know the person's name, use his or her title.

If I Wanted A Job As:	One Business Or Organization To Go To Would Be:	The Person I Would Contact Would Be:
A Dishwasher or Busperson		
A Child Care Attendant		
A Sales Clerk		
A Library Helper		
A Grocery Store Carryout or Stocker		
A Nurse's Aide		

SEEKING PEOPLE TO SERVE AS REFERENCES*

Think About It:

When you go to look for a job, the word "reference" is always coming up. References are people who are willing to tell an employer about you and your abilities. It is very important to ask people who like you to be your references.

References may be:

Neighbors	Teachers
Adult friends	Former employers (sometimes)
Religious leaders	

References cannot be:

Relatives

Sometimes you need to list references in a hurry. It is wise to know ahead of time who you will list.

Optional Activities:

1. A Reference Is Someone Who . . .

   Look up in the dictionary the word:

   reference

   You will find several definitions. Look for the one that has to do with getting a job. Write three sentences using the word reference. Be sure that your sentences show that you know the meaning of the word.

2. Mrs. Hill, Would You Be A Reference For Me?

   When you go for a job, you will be asked for references. References are people who are willing to tell an employer about you and your skills. You want people who will say good things about you. Take the Worksheet home with you (page 111). Ask four people to be references for you. Be sure they will say good things about you.

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*From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

3. Everyone Likes Her and She Is A Hard Worker.

Find a classmate who has not done this Option. One of you will be the employer. The other one will be the reference. Employer, call the reference on the phone. Ask the reference about people in your class. Reference, be sure you are honest. Find the good things to say about your classmates. Ask questions about skills a worker should have.

4. A Reference Names Your Good Qualities.

Make a poster which tells something about a reference. Some suggestions are:

- A reference tells the truth about you.
- A reference names your good qualities.
- References may be adult friends, your priest or minister, neighbor, or teachers.
- References may not be relatives.
- Anything else you want to say about references.

Make the poster colorful. Put it on the bulletin board in your classroom.

5. I Will Write Bill A Good Reference.

On the Worksheet on page 112, a story is told about Bill. You are Bill's employer. Write a reference for him so that he will get the job. Talk about his good qualities. Read what you have written. Do you think he would get the job if you were the only reference? Why do you say that?

6. Here's What I Would Say About Myself.

Write a reference for yourself. Think of a job you would like to have. Think of all your good qualities. Pretend you are an employer. Say only true things about yourself. Would you recommend yourself for that job you have in mind? Why do you say that?

SEEKING PEOPLE TO SERVE AS REFERENCES

DIRECTIONS: Take this sheet home with you. Ask 4 people to be references for you. Be sure they are people who would say nice things about you if an employer called them.

List the four below:

Name ______________________________
Address ______________________________
____
Phone ____________________

Name ______________________________
Address ______________________________
____
Phone ____________________

Name ______________________________
Address ______________________________
____
Phone ____________________

Name ______________________________
Address ______________________________
____
Phone ____________________

When completed hand to your teacher.

SEEKING PEOPLE TO SERVE AS REFERENCES

DIRECTIONS: Read the story below. You are the employer. Decide what you could write if you were asked to write a reference for this employee.

STORY: Bill is a cashier at Pay Less Supermarket. He has worked after school from 4 to 8, five days a week, for about two years. During that time he has stocked shelves, put out produce, sacked, and served as janitor. He has made many friends at work and customers think of him as being very friendly and helpful. Bill likes to go to work and the time seems to pass quickly while he is there. Now, Bill is out of school. He wants to apply for the Produce Manager in a nearby town. He's asked you for a reference.

Write a reference for Bill from what you learned about him above.

Bill has worked for me

I find Bill to be

I believe Bill's best qualities are

I feel Bill would make a good Produce Manager because

Interest Inventories

INTEREST INVENTORIES

Interest inventories have been an important element in the career guidance movement. These standardized instruments assess what an individual expresses interest in and have been widely used by career guidance personnel in an effort to help students make wise career decisions. Despite their importance and popularity, however, it is difficult for most career guidance personnel to stay abreast of the appropriate uses of interest inventories.

The purpose of this unit is to present some basic information about the uses of interest inventories in career guidance. Special attention will be given to the problems of sex and racial bias in interest assessment. A review of the most commonly used inventories will also be included. An exhaustive presentation of the topic will not be provided in this unit. To do so would require a duplication of the publication entitled Interest Inventories: A Counselor's Handbook, which was published by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education in 1977. Readers are encouraged to obtain this publication for inclusion in their professional library (see Chapter II, List of Publications, Figure II-8, p. II-75, to obtain the appropriate address).

Selecting the Inventory

The information gathered via the completion of an interest inventory is of differing importance for each of

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

- Affirmative Action, p. III-9
- Assessing Resources, p. II-25
- Bilingual Vocational Education, Appendix A3
- Computer Assisted Guidance, p. III-121
- Decision Making, Appendix A9
- Military Services Opportunities, Appendix A15
- Sex Equity, Appendix A28
- Special Needs Students, Appendix A23

the following: the student, the counselor, the administrator. The needs of each of these people need to be considered in the selection of interest inventories.

Considering the needs of students, the writers of Interest Inventories: A Counselor's Handbook (p. 5) stated:

> The whole selection process and counseling process depends largely on the individual student. In order for you to do a good job in counseling, you need to know your student, and there is no substitute for the good old fashioned personal interview. During this you can often discover a great deal about who the student is, his/her interests, maturity, self-confidence, and perhaps whether she/he has emotional problems, family problems, etc. All these play a part in the exploration of career possibilities, in selecting appropriate inventories and tests. With some students, an interview may suffice, as they may be sure of vocational or educational plans, their aptitude and temperament appear to match their choice, and they otherwise convince you that they need no counseling. Others will have no idea of what they want to do, and still others may have unrealistic, conflicting or contradictory life goals.

While it is the counselor's responsibility to identify the students' needs relative to the selection of interest inventories, it is also essential that counselor's understand the purpose of interest inventories. As stated in the above mentioned handbook (p. 7):

> Interest inventories along with other data aid in planning or charting possible directions the student can take--will she/he go to college, training school, or obtain on the job training. With his/her particular skills, aptitudes, temperament, and interests, what options are open to him/her. Does the data confirm the options he/she perceives or do they contradict it? If the latter, what are the alternatives? Do the inventories confirm the self-estimates of the individual? If they do not, this is an area to be explored further with the student. Perhaps he/she is being unrealistic or lacks insight into him/herself.

The important point is that career decisions or career guidance should not be based on the scores of interest inventories alone. Many other forms of information should be included in the decision-making discussions. As reported in Interest Inventories: A Counselor's Handbook (p. 6), Goldman summarized this point best when he stated:

> Tests and inventories, then, are just one set of tools to use in vocational and educational planning. Non-test data includes biographical information, records of school grades, anecdotal reports, rating scales, information from others, and interview information. These sources are used early in considering the need for tests and deciding what instruments, if any, to use. Later in the process, non-test data are combined with test data in discussing of results.

> Non-test data can be used to verify inventory data--likes and dislikes in school subjects, for example, can be compared to interest inventory results. Often, a major contribution of interest inventories is not new information but the insights they help the student gain into his functioning in various situations.

Administrators also play an important part in the selection process because they are responsible for allocating personnel, materials, and resources for the testing program. In its simplest form, an administrator's decision is between group testing (i.e., administer the same test to every student) or individualized testing (i.e., prescribe tests on a person-to-person basis). There are arguments both for and against each alternative. The appropriate decision will vary from one LEA to another, but it should be based on a consideration of the students' needs.

Interest inventories are useful for career exploration by providing some general indicators about what families of occupations a student's interests are highest in and also which groups of occupations a student appears to reject. Interest inventories are not intended to predict what occupation would be best for a student. Thus, these instruments are most appropriately used to promote self-discovery and to expand the student's career horizons.

The Problem of Sex Bias

As documented by the authors of Interest Inventories: A Counselor's Handbook, sex bias in the use of interest tests has been established in a series of studies supported by the National Institute of Education (N.I.E.) Career Education Program (Diamond, 1975). Based on those studies, N.I.E. "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories" have been developed. A full description of these Guidelines may be found in the Interest Inventories Handbook.

Five of the N.I.E. Guidelines identified in Interest Inventories: A Counselor's Handbook (p. 14) are: (1) Same form of instrument used for both sexes; (2) Scores on all occupations covered given for both sexes with explanation of which norms were used; (3) Item pools reflect experiences/activities equally familiar to both sexes; also items on each scale are sex balanced; (4) Occupational titles are gender-neutral; and (5) Use of generic "he" or "she" is eliminated in the inventory.

In Figure III-4, p. III-117, eight interest inventories are compared across the five guidelines. The inventories compared are:

CPP (VIP)	ACT Career Planning Program
COPS	California Occupational Preference Survey
Hall	Hall Occupational Orientation Inventory
KOIS (DD)	Kuder Occupational Interest Survey
OVIS	Ohio Vocational Interest Survey
SCII	Strong Campbell Interest Inventory
SDS/VIP	Self-Directed Search
UNIACT	ACT Sex Fair Interest Inventory

Specific descriptions of these tests are not included here; the reader is referred to the _Interest Inventories: A Counselor's Handbook_ for that information. It should be noted, however, that you should strive to use only those instruments that minimize sex bias.

The Problem of Race Bias

The problem of racial bias in interest inventories is similar in some ways to the problems related to sex bias. The primary concern, as in the case of sex bias, centers on the restriction of career options. The problem of restricting options with racial or ethnic groups is the problem general to providing career guidance to lower socio-economic groups, and is less relevant to minority students from middle- and upper-class homes.

The following guidelines have been identified for the use and development of interest inventories with minorities:*

1. Efforts directed at amelioration of sex bias should be extended toward members of minority groups as well as whites. . . ,
2. Given the tendency for black women to make early career decisions within a limited array of occupations, to the extent that interest inventories may be used as sources of stimulation, their early administration is thought to be particularly important for the minority student;
3. Student handbooks should include accurate information about the proportions of minority men and women in various occupational roles, so that occupational planning may include realistic knowledge of group participation;
4. Counselor manuals should also include discussion of group participation in various occupations, and counselors should be urged to encourage the minority students' broad considerations of occupational choice, even where present numbers of minorities in given roles are low;

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*From _Interest Inventories: A Counselor's Handbook_, Illinois State Board of Education, 1977, p. 18.

FIGURE III-4*

COMPARISON OF INTEREST INVENTORIES ACROSS NIE GUIDELINES ON SEX BIAS

Inventory	Guidelines				
	Uses Same Form of Instrument	Norms and Explanations for Both Sexes	Items Familiar to Both Sexes	Gender Neutral Occupational Titles	Generic Pronouns ("he" and "she") Eliminated
CPP(VIP)	X	X		X	X
COPS	X	X		X	X
Hall	X	X			X
KOIS(DD)	X	X			X
OVIS	X	n/a		X	X
SCII	X	X		X	X
SDS/VIP	X	n/a			X
UNIACT	X	X	X	X	X

*From Interest Inventories: A Counselor's Handbook, Illinois State Board of Education, 1977.

5. Publishers should establish response rates on homogeneous scales for minority men and women. Should substantial differences in response be found, separate norms should be presented for different minority groups.

6. Criterion groups for occupational scales should be examined to determine if minority groups are included, and where minorities are included their response patterns should be compared with those of the majority and item modifications made where necessary.

A Review of Inventories

There are other important issues related to interest inventories. To name a few, the issue of age-level appropriateness, the issue of vocational applicability, and the issue of relating interests to employment trends. These topics are not addressed in this handbook because they have been discussed in the Interest Inventories Handbook. A helpful piece of information included in Figure III-5, p. III-19, identifies the most commonly used interest inventories used in Illinois high schools, comparing them on the following characteristics: (1) age or grade level appropriateness; (2) reading level; (3) administration; (4) time requirements; and (5) scoring options. A description of each of the tests listed in Figure III-5 may be found in the Interest Inventories: A Counselor's Handbook.

FIGURE III-5

INTEREST INVENTORIES COMMONLY USED IN ILLINOIS HIGH SCHOOLS

TEST NAME AND LATEST PUBLICATION DATE	AGE OR GRADE	READING LEVEL	LEVEL			ADMINISTRATION			TIME	SCORING		
		Grade	College	Skilled	Semi-	Individual	Group	Self		Self	Local	Computer
Interest Inventories												
ACT - VIESA (1976)	Grades 8-12	8th	X	X	X	X	X	X	45 min.	X		
California Occupational Preference Survey (1975)	Age 9-16 up	6th	X	X	X	X	X	X	30-40 min	X	X	
Kuder Vocational Preference Record Form C(1951)	Grades 9-12 up	9th	X	X	X	X	X		45-60 min	X	X	X
Kuder General Interest Survey Form E (1964)	Grades 6-12	6th	X	X	X	X	X		45-60 min	X	X	X
Kuder Occupational Interest Survey Form DD(1965)	Grades 11-Adult	6th	X	X		X	X		30-40 min			X
Minnesota Vocational Interest Inventory(1965)	At least 15 yrs. & 9th Grade	9th		X	X	X	X		45-50 min		X	X
Ohio Vocational Interest Survey (1970)	Grades 8-12 (Difficult for 8)	8th	X	X	X	X	X		60-90 min			X
Self Directed Search (1972-1974) Form A	Age 15 up	8th	X	X	X	X	X	X	30-50 min	X		
Form E	Grades 6th up	4th	X	X	X	X	X	X	30-50 min	X		
Strong-Campbell Interest Inventory (1974)	Grades 11 up (For most uses)	8th	X	X		X	X		30-45 min			X
Values & Needs												
Hall Occupational Orientation Inventory (1968)	Grade 8-12 Col (Also younger form)	7th				X	X		30-40 min	X		
Kuder Personal Preference Record Form A (1953)	Grades 9-12 up	8th				X	X		45-60 min	X	X	X

FIGURE III-5 (continued)

TEST NAME AND LATEST PUBLICATION DATE	AGE OR GRADE	READING LEVEL	LEVEL			ADMINISTRATION			TIME	SCORING		
		Grade	College	Skilled	Semi-	Individual	Group	Self		Self	Local	Computer
Values & Needs (continued)												
Vocational Preference Inventory(1970)	Grades 9-12 up	9th				X	X	X	15-30 min	X		
Work Values Inventory (1970)	Grades 7-12 up	7th				X	X	X	15 min	X	X	X
Comprehensive Inventories												
ACT Career Planning Program(1974)	Grades 8-12	8th	X	X	X	X	X		2½ hours			X
Differential Aptitude Test Career Planning Program(1972)	Jr. & Sr. High	8th (Glossary)	X	X	X		X		4 hours			X

Computer Assisted Guidance

COMPUTER ASSISTED CAREER GUIDANCE

At the time this handbook was written, the Illinois Occupational Information Coordinating Committee was conducting a feasibility study relative to a statewide career information delivery system (CIDS). The final report of that study will provide detailed information about different computerized information systems (CIS). The purpose of this section is to (a) comment on the usefulness of CIS in the delivery of career guidance services, and (b) to identify the CIS models that are presently being used throughout the State. A brief comparison of CIS modules currently in use in Illinois is also provided. No attempt is made in the present discussion to explain the details of each CIS or to detail the advantages and disadvantages of particular systems. It is assumed that information of that nature will be better presented in the final report of the CIDS feasibility study. The materials presented here were taken from an interim report of that feasibility study.*

Overview

Computer based career guidance systems have been available for use for almost a decade. The early systems, while helpful, were cumbersome to operate and did not allow clients to interact with the computer. Modern systems, however, tend to emphasize an interactive dialogue between clients and computer. This improvement allows students to explore many possible variations of choice. For example, students may elect to examine existing opportunities for each of several careers at a national, regional, or local level. Students may identify which post-secondary schools

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Career Guidance Centers, Appendix A4

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*The authors wish to express their gratitude to Marilyn Jacobson, Director of Career Information Distribution Project, for her cooperation in providing the information contained herein.

will provide the training they desire. It may also be possible for students to identify how they make decisions. Many other variations and combinations are possible (refer to Figure III-13, p. III-131).

The use of interactive computer based systems for vocational and institutional information and selection is tremendously popular. The major advantage of such systems is that they can store, retrieve, and display accurate and up-to-date information quickly and easily. The patience of a machine to respond endlessly to repetitive questions is another advantage. In addition, the logical format of the computerized selection process teaches students rational decision making. The information contained in a particular system and how it is used by the student is the single most important factor in the success of a computerized system.

Computerized Information Systems in Illinois

Listed on Figure III-6, p. III-123, are the computerized career information systems currently being used in Illinois. These kinds of information are included for each system: system name, contact source, and locations in Illinois where the system is used.

Another way of looking at existing computerized career information systems is to look at the map shown in Figure III-7, p. III-126. That map shows the availability of computerized systems by county.

If you are interested in finding out more about a specific CIS, you may wish to (1) contact the coordinator of the Career Guidance Center, (2) visit a school that uses the particular system, (3) determine what systems are available in your county, or (4) contact your Career Education Service Center. For your benefit a brief summary of each system may be found as follows: Computerized Vocational Information System (CVIS), Figure III-8, p. III-127; DISCOVER, Figure III-9, p. III-128; Guidance Information System (GIS III), Figure III-10, p. III-129; System of Interactive Guidance and Information (SIGI), Figure III-11, p. III-130; and Vocational Information Program (VIP), Figure III-12, p. III-130; Each summary contains the following information: name, developer/marketer, and design and function. Finally, Figure III-13, p. III-131, provides a comparison of guidance information available across the five systems.

FIGURE III-6

COMPUTERIZED CAREER INFORMATION SYSTEMS (CIS) IN ILLINOIS

I. Computerized Vocational Information System (CVIS)

Contact: Carol Rabush
Western Maryland College
Department of Education
Westminster, MD 21157
(301) 848-1113

Illinois Locations: Willowbrook High School - Villa Park
Sanger High School - Chicago
Corless High School - Chicago
Oakton Community College - Morton Grove
Proviso Township High Schools
Palatine Township High School Dist. 211
Rockford High School Dist. 205

II. Discover

Contact: Rarol Rabush
Western Maryland College
Department of Education
Westminster, MD 21157
(301) 848-1113

Illinois Location: College of DuPage - Glen Ellyn

III. Guidance Information Systems (GIS)

Contact: Robert P. Roliardi
Time Share
707-A Davis Road
Elgin, IL 60120
(312) 697-2490

Illinois Locations: Chicago State University
College of Lake County
Eastern Illinois University
Highland Community College
Illinois State University
Kankakee Community College
Kishwaukee Community College
Northeastern Illinois University
Northern Illinois University
Oakton Community College
Sangamon State University
Southern Illinois University - Edwardsville
Waubonsee Community College
Western Illinois University

FIGURE III-6 (continued)

III. Guidance Information Systems (GIS) (continued)

Illinois Locations (continued):

Adlai Stevenson High School
Argo Community High School
Arlington High School
Barrington High School
Batavia High School
Buffalo Grove High School
Deerfield High School
DeKalb High School
East Leyden High School
Edwardsville High School
Elk Grove High School
Forest View High School
Glenbrook North High School
Glenbrook South High School
Highland Park High School
Hinsdale Central High School
Hinsdale South High School
Hersey High School
Homewood-Flossmoor High School
Johnsburg Senior High School
Libertyville High School
Maine East High School
Maine North High School
Maine South High School
Maine West High School
Maringo High School
McHenry Community High School
Niles East High School
Niles North High School
Niles West High School
North Chicago High School
Oak Lawn High School
Prospect High School
Resurrection High School
Ridgewood High School
Rochelle High School
Rolling Meadows High School
Springfield High School
Stephenson Area Vocational Center
Sycamore High School
Waukegan High School - East
Waukegan High School - West
West Leyden High School
Wheaton Central High School
Wheaton North High School
Wheaton-Warrenville High School

FIGURE III-6 (continued)

III. Guidance Information Systems (GIS) (continued)

Illinois Locations (continued):
Wheeling High School
Warren High School
Woodstock High School
York High School

IV. System of Interactive Guidance and Information
Contact: Warren Chapman
Educational Testing Service
Princeton, NJ
(609) 921-9000

Illinois Locations: Illinois State University
Aurora College

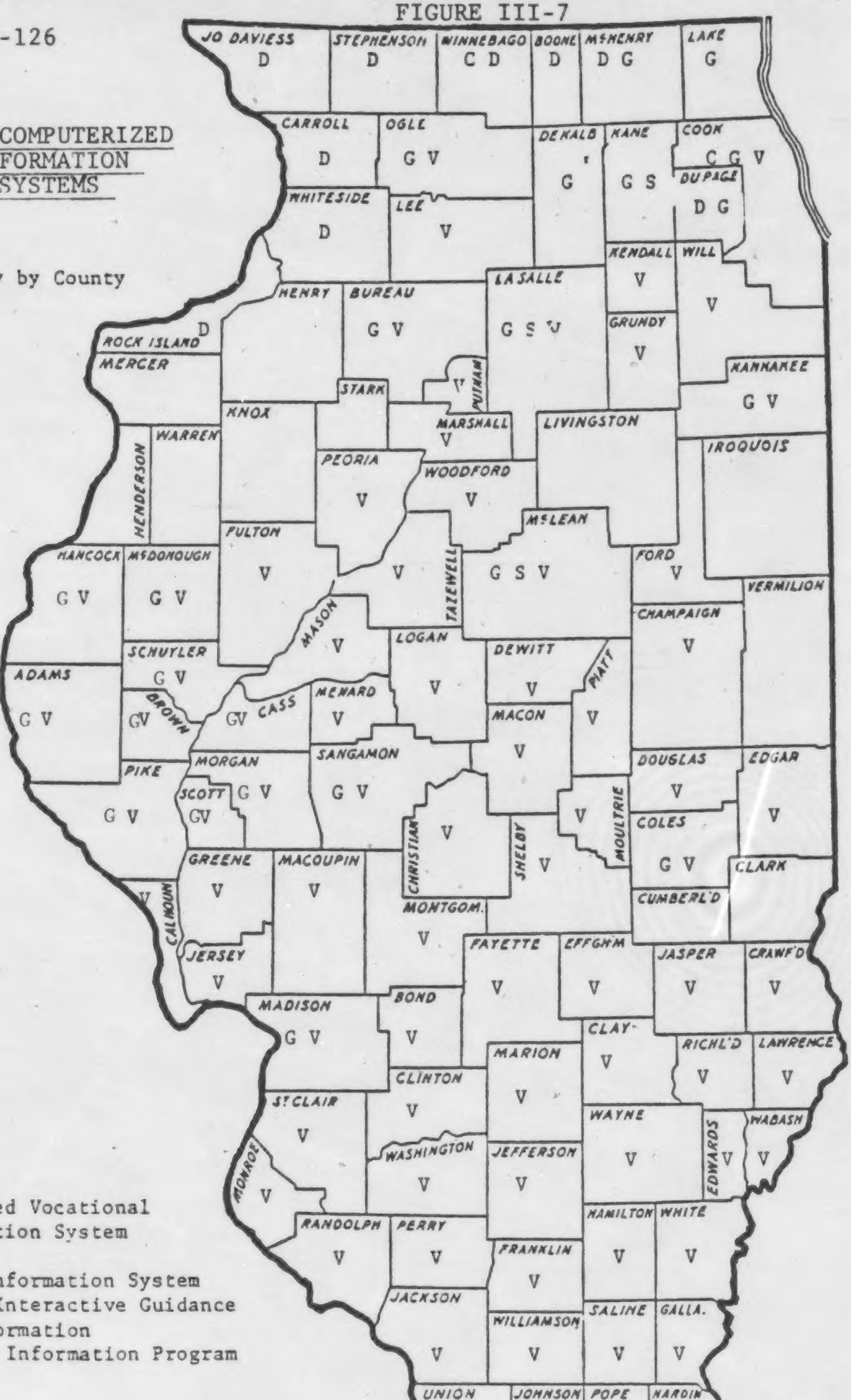
V. Vocational Information Program (VIP)
Contact: John Cripe
Joliet Junior College
1216 Houbolt Avenue
Joliet, IL 60436
(815) 729-9020

Illinois Locations:
- Shanahan Boys Camp
- Athletes for Better Education
- Kennedy Job Training Center
- Joliet Junior College - Joliet
- Belleville Community College - Belleville
- Illinois Central College - East Peoria
- Lakeland Community College - Mattoon
- Thornton Community College - South Holland
- Decatur High School - Decatur
- LaGrange Township High School - LaGrange
- Correctional Centers - Joliet; Pontiac; and Dwight

EXISTING COMPUTERIZED CAREER INFORMATION DELIVERY SYSTEMS

Availability by County

FIGURE III-7


JO DAVIESS D
STEPHENSON D
WINNEBAGO C D
BOONE D
McHENRY D G
LAKE G
CARROLL D
OGLE G V
DE KALB G
KANE G S
COOK C G V
DU PAGE D G
WHITESIDE D
LEE V
KENDALL V
WILL V
HENRY
BUREAU G V
LA SALLE G S V
ROCK ISLAND D
MERCER
GRUNDY V
PUTNAM V
STARK
KANKAKEE G V
KNOX
MARSHALL V
LIVINGSTON
WARREN
HENDERSON
PEORIA V
WOODFORD V
IROQUOIS
McLEAN G S V
FULTON V
TAZEWELL V
FORD V
HANCOCK G V
McDONOUGH G V
VERMILION
CHAMPAIGN V
MASON V
LOGAN V
SCHUYLER G V
DEWITT V
PIATT V
ADAMS G V
BROWN GV
CASS GV
MENARD V
MACON V
MORGAN G V
SANGAMON G V
PIKE G V
SCOTT GV
DOUGLAS V
EDGAR V
MOULTRIE V
COLES G V
CHRISTIAN V
SHELBY V
GREENE V
MACOUPIN V
CALHOUN V
CLARK
CUMBERL'D
MONTGOM. V
FAYETTE V
EFFGHM V
JASPER V
CRAWF'D V
JERSEY V
MADISON G V
BOND V
CLAY V
MARION V
RICHL'D V
LAWRENCE V
CLINTON V
ST CLAIR V
WAYNE V
WABASH V
EDWARDS V
WASHINGTON V
JEFFERSON V
MONROE V
RANDOLPH V
PERRY V
HAMILTON V
WHITE V
FRANKLIN V
JACKSON V
WILLIAMSON V
SALINE V
GALLA. V
UNION V
JOHNSON V
POPE V
HARDIN V
ALEX.
PULASKI V
MASSAC V

Code:

Computerized Vocational Information System
Discover
Guidance Information System
System of Interactive Guidance and Information
Vocational Information Program

FIGURE III-8

SUMMARY OF CVIS

Name: Computerized Vocational Information System (CVIS)

Developed/Marketed by: CVIS Distribution Center
Carroll Hall
Western Maryland College
Westminster, MD 21157

Design/Function: CVIS is an interactive computer-based system for retrieval of career information which attempts to provide an organized approach to exploration of over 430 occupations and to educational alternatives. This systematic approach assists students to either broaden or narrow their career and/or educational plans. Although CVIS is easily operated by students themselves, it is not totally effective without complementary career guidance services. Values are explored using Holland categories. Audio-visual aids and storage of personal data are among the system capabilities. The Roe classification system is used in exploring occupations. Based on the choice of training level and interest a group of occupational titles are displayed, on which information may be collected. Students are allowed the flexibility to alter their choices.

FIGURE III-9

SUMMARY OF DISCOVER

Name: DISCOVER

Developed/Marketed by: DISCOVER Foundation
P.O. Box 363
Westminster, MD 21157

Also Marketed by: Steve Hequembourg
IBM
San Francisco, CA
(415) 577-9488

Design/Function: DISCOVER is a sophisticated computer-based Career Guidance and Counselor-Administrative Support System. It is divided into two versions: grades 7-12 and college level. This system provides a systematic set of guidance experiences through interactive dialogue. The assistance given the user is with career development tasks on an individual and one-to-one basis. Since this system can store information about each student, it can relate information about the user to information about a given occupation, program, or school. DISCOVER contains the following components: (1) self information, including values, interests, and competencies; (2) exploration of occupations in a systematic way; (3) teaching and low-risk practice of decision making; (4) relationship of self information to occupational alternatives; and (5) information assistance with implementation of choice. Assistance with all of the above areas is provided through twelve modules of interactive content. It is recommended by DISCOVER Foundation that this system not be viewed as a stand-alone system, but should be integrated into an overall planned and coordinated Career Guidance Program.

FIGURE III-10

SUMMARY OF GIS

Name: The Guidance Information System (GIS III)

Developed/Marketed by: Time Share Corporation
630 Oakwood Avenue
West Hartford, CT 06110

Design/Function: GIS is a sophisticated interactive computer-based system for retrieval of career information. It is designed to help students, counselors, administrators, handicapped individuals, veterans, CETA clients, and others involved in career planning. The user may apply the "direct" approach for selecting specific information or pursue the "Search Method" (structural approach) for exploring various occupational choices through a series of accessing strategies. A large number of accessors are utilized including the Department of Labor's Worker Trait Groups (WTG's), salary information, employment potential, education levels, formal education, alternative training routes, qualifications to enter occupations, lifestyles, and occupational clusters. A cross-reference file encourages use of supplemental material, i.e., filmstrips, career hits, etc. GIS does not have any guidance-related value exploration capabilities. Complete micrographic capabilities exist and all of the national and state data can be delivered in a microfiche format. The microfiche are cross referenced to the computer system.

FIGURE III-11

SUMMARY OF SIGI

Name: System of Interactive Guidance and Information (SIGI)

Marketed by: Educational Testing Service
Princeton, NJ 08541

Design/Function: SIGI is a sophisticated computer-based interactive guidance system designed to help students in two-year and four-year colleges make career decisions. The system is process oriented and teaches the user how to make choices. This process defines work-related values, and finds occupations which fulfill those values. Once the user has been initiated through the entire system, the user has the option of exploring any information in the system. SIGI utilizes personal records/grades of users, such records being protected by use of an identification number only.

FIGURE III-12

SUMMARY OF VIP

Name: Vocational Information Program (VIP)

Developed/Marketed by: Joliet Junior College
Joliet, IL 60436

Design/Function: VIP is a computerized batch-process system for retrieval of career information, although on-line usage is now possible, depending on the operator's computer facilities. In the batch mode, users fill out request forms in the classroom or counseling office. The forms are processed daily in the computer center and reports are returned the following day by mail or messenger service. The program consists of ten modules that can be used in a flexible format to meet the needs of individual students. VIP requires a counseling session before usage.

FIGURE III-13

A COMPARISON OF AVAILABLE INFORMATION FROM THE FIVE COMPUTERIZED INFORMATION SYSTEMS USED IN ILLINOIS (CVIS, DISCOVER, GIS, SIGI, VIP)

System	National Occupations	Education and Training
CVIS	430 national occupations	1600 colleges (national)
DISCOVER	422 national occupations	1800 4-year colleges and universities; 1400 community and junior colleges; 11,000 technical and specialized schools; 500 graduate and professional schools
GIS	875 primary occupations, references to 3000 related occupations	1700 colleges and universities; 1400 graduate and professional schools; 1500 junior colleges and technical institutions
SIGI	approximately 300 occupations	depends on local installation, planning system includes regional schools
VIP	515 careers	3035 2- and 4-year colleges; 7000 vocational/technical schools

FIGURE III-13 (continued)

System	Financial Aid	Apprenticeship	Military
CVIS	yes	yes, as informational script	yes
DISCOVER	yes, informational script including estimating family contribution and sources of funds, in addition to information specific to each school	yes, informational script and reference to particular occupations (clients must provide local data)	yes, informational script and file of 420 occupations for which military provides training and for which there is civilian equivalent
GIS	yes, state financial aids can be added as well	no, but state apprenticeships can be added	yes, 100 military occupations
SIGI	yes	some occupations are noted as apprenticeable	no
VIP	yes	yes	no

FIGURE III-13 (continued)

System	Self-Profile/ Search Strategy	Instruction in Decision-Making Skills	Awareness of How, Why, What Factors Narrow Choice	Unlimited Access to Information in System
CVIS	yes	no	yes	yes
DISCOVER	yes	yes, through Learning to Make Decisions module	yes	yes
GIS	yes	no	yes	yes
SIGI	yes	yes	yes	yes
VIP	yes	no	yes	yes

Conclusion

Computerized information systems represent a new thrust for career guidance. These systems, which have existed for more than a decade, have been accepted by guidance personnel. The major advantage of such a system is that it can store, retrieve, and display accurate and up-to-date career information quickly and easily. Computerized guidance systems will not replace guidance personnel. Rather they offer a means for improved student-counselor interaction, as well as increased client satisfaction.

Money to establish a CIS program may be obtained through the use of Title III funds, funds to purchase library materials, or from other sources. The director of a Career Guidance Center should be contacted for more details.

WORK-RELATED PROGRAMS

Career guidance personnel are continually examining ways in which young people achieve adulthood, especially the ways in which they are prepared for careers. There is little doubt that schools play a central role in that socialization process. Yet it has been recognized that schooling is not enough. It is also necessary to identify other "appropriate environments in which youth can best grow into adults" (Coleman, 1973, p. XIII).

Actual work settings provide one such appropriate environment. In order to capitalize on this alternative, however, new initiatives must be taken. Career guidance personnel must give greater attention to manpower needs and occupational outlooks in order to provide students with an accurate perception of the job market. Information concerning established avenues of training, such as apprenticeships, need to be provided for students and staff if such training is to be accessed. Finally, students must be given job placement skills and services if they are going to land their preferred job. This section of Chapter III addresses these and other related topics.

This section on work-related programs provides information to help students test out and acquire actual job experiences and to prepare for work or post-secondary educational placement. The following units comprise this section: (1) Youth Employment Laws; (2) Labor Market Overview; (3) Work Experience; (4) Apprenticeship Opportunities; (5) Job Placement; and (6) Post-Secondary School Placement and Financial Aid.

Youth Employment Laws

YOUTH EMPLOYMENT LAWS

Ours is a society of flaws. The existing body of laws relates to every facet of living. Insofar as there are legal implications associated with career development programs, career guidance personnel have a responsibility to be knowledgeable about these statutes. Stadt and Gooch (1977, p. 61) advocate the following: "To explain responsibilities, alleviate fears, and illustrate proper practices, [career guidance personnel] must know all laws which pertain to youth employment. They must share this knowledge fully with employers involved in [their] programs."

Labor laws were designed for the protection and benefit of workers, especially young workers. If employers unknowingly violate the law, career guidance workers have a responsibility to inform the employer of the violation, offer alternatives, or remove students from the work situation. Thus, knowledge of labor laws is necessary because (Minnesota Handbook for Cooperative Education, p. 75):

(1) Students involved in any cooperative work experience are subject to the provisions of all state, local and federal labor laws unless exempt by special application and approval;

(2) The principal kinds of regulations pertain to: (a) age restrictions, (b) hours of work, (c) hazardous occupations, (d) minimum wages and overtime pay, (e) minimum wage exemptions for student learners, and (f) insurance;

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Affirmative Action, p. III-9

Anti-Discrimination Laws, p. III-3

Assessing Resources, p. II-25

Job Placement, p. III-179

Special Needs Students, Appendix A23

Vocational Training Opportunities, Appendix A25

Work Experience, p. III-163

(3) The coordinator is expected to know the laws and regulations applied to students;

(4) The coordinator does not enforce the laws; however, he or she is responsible for informing employers of provisions which apply to students, and for assuring that only employers who comply with the laws are used in their programs; and

(5) Failure to comply with the law is damaging to the program, and in instances where students' health or safety is impaired, the coordinator may be vulnerable to criticism or even legal action.

The following pages condense and simplify both federal and Illinois law governing work experience programs. For more information, consult Chapter 48 of the Illinois Revised Statutes and the Federal Fair Labor Standards Act. The following information is included in this section: (1) child labor law summary; (2) labor laws as they pertain to 14-15 year olds; (3) minimum wage and exemptions for student workers; (4) Social Security; and (5) taxes. When variations between state and federal laws appear, the more restrictive standard must be observed. It is helpful, however, to be aware of both standards. When questions arise, information on labor laws may be obtained from any of the Illinois Department of Labor offices. Those addresses are as follows:

910 South Michigan Avenue
Room 1855
Chicago, IL 60605

100 North First Street
5th Floor Alzina Building
Springfield, IL 62706

Regional Office Building
Marion, IL 62959

FIGURE III-14

CHILD LABOR LAW SUMMARY

The Child Labor Law regulates the employment of minors under the age of 18 and requires 14- and 15-year-olds to have employment certificates. The employment certificates are issued by the Superintendent of the local school district, or their duly authorized agent.

When school is in session, schools with approved WECEP programs may allow students 14 and 15 years of age to work up to 3 hours per day; the combined hours in school and at work may not exceed 8 hours a day.

When school is not in session (including summer vacation holidays and weekends), children under the age of 16 may not work:

- more than 8 hours a day;
- more than 6 days per week;
- more than 48 hours in a week; and
- between the hours of 7 p.m. and 7 a.m. (except between June 1 and Labor Day when working hours may be extended to 9 p.m.)

A meal period of at least 30 minutes must be provided no later than the fifth hour of consecutive work.

When an establishment is covered by both the Illinois Child Labor Law and the Federal Child Labor Law, the stricter of the two will prevail. Contact the Illinois Department of Labor at one of the addresses identified previously in this unit for more information.

FIGURE III-15

LABOR LAWS AS THEY PERTAIN TO 14- AND 15-YEAR OLDS*

OCCUPATIONAL AREA	JOBS PERMITTED (According to Federal Labor Laws)	JOBS PERMITTED (According to State Labor Laws)	JOBS PROHIBITED (By either Federal or State Labor Laws)
MANUFACTURING.	Clerical or office.	Clerical or office.	All manufacturing activities. Canning operations. Bottling operations.
MINING.	Clerical or office.	Clerical or office.	All mineral extractions. Quarrying. Open pit mining. Drilling for water.
WORKROOMS AND WORKPLACES.		Occupations prohibited involving: All work performed in workrooms or workplaces where goods are manufactured, mined, or otherwise processed **(except as permitted in retail food service).***	All work performed in workrooms or workplaces where goods are manufactured, mined or otherwise processed (except as permitted in retail, food service and gasoline service establishments.)
LAUNDRIES:	Clerical or office. Store clerks. Counter workers. Clean-up work in office or store areas.	Clerical or office. Store clerks. Counter workers. Clean-up work in office or store areas.	All processing activities. List, sort, mark incoming laundry. Sort, fold clean articles. Package and wrap bundles. Assembling laundry. Loading, unloading trucks. Clean-up work around machinery. Rug cleaning operations
HAZARDOUS OCCUPATIONS:	None.	Clerical or office.*	Occupations declared hazardous: 1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components. 2. Occupations of motor-vehicle driver and outside helper.
		Clerical or office.*	3. Coal-mine occupations.
		Clerical or office.*	4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
			5. Occupations involved in the operation of power-driven woodworking machines.
			6. Occupations involving exposure to radio-active substances and to ionizing radiations.

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978. Contact Program Approval and Evaluation Section, Illinois State Board of Education, for latest regulations.

FIGURE III-15 (continued)

CUPATIONAL AREA	JOBS PERMITTED (According to Federal Labor Laws)	JOBS PERMITTED (According to State Labor Laws)	JOBS PROHIBITED (By either Federal or State Labor Laws)
HAZARDOUS OCCUPATIONS		Clerical or office.*	7. Occupations involved in the operations of elevators and other power-driven hoisting apparatus. 8. Occupations involved in the operations of power-driven metal forming, punching and shearing machines. 9. Occupations in connection with mining, other than coal. 10. Occupations involving slaughtering , meat-packing, or processing, or rendering. 11. Occupations involved in operations of certain power-driven bakery machines. 12. Occupations involved in the operation of certain power-driven paper products machines. 13. Occupations involved in the manufacturing of brick, tile, and kindred products. 14. Occupations involved in the operation of circular saws, band saws, and guillotine shears. 15. Occupations involved in wrecking, demolition and ship-breaking operations. 16. Occupations involved in roofing operations. 17. Occupations in excavation operations.
TRANSPORTATION:	Clerical or office sales. Selling tickets at terminal. In retail food service.* Gasoline service establishments.* Dispense gasoline and oil.* Wash and polish cars.* Courtesy services (cleaning wind-shields)*	Clerical or office sales. Selling tickets at terminal. In retail food service where alcoholic liquors are not served or sold for consumption on the premises.	All occupations performed on trains, aircraft, vessels, motor vehicles, or other media. Loading and unloading goods from truck. Driving cars, trucks, etc. Driver's helper. Catching seafood on boat. Selling sandwiches on train.

FIGURE III-15 (continued)

OCCUPATIONAL AREA	JOBS PERMITTED (According to Federal Labor Laws)	JOBS PERMITTED (According to State Labor Laws)	JOBS PROHIBITED (By either Federal or State Labor Laws)
TRANSPORTATION (Continued)	Check oil * Errand and delivery work on foot.* Bicycle or public transportation.*	Ice cream vending—bicycle. Errand work—to bank with deposits or postoffice for stamps.	Work involving use of pits, racks, lifting aparatus at gas station. Changing truck tires.
WAREHOUSING AND STORAGE.	Clerical or office. Sales. Ticket or tag. Operations at tobacco auction.	Clerical or office. Sales. Order filling in warehouse—ticket or tag. Packaging. Shelving. Stock-clerk (except around machinery) (except loading, unloading trucks).	All duties performed in warehouses. Order filling in warehouse. Packaging, Shelving. Stock-clerk operations. Clean-up work.
COMMUNICATIONS AND PUBLIC UTILITIES.	Clerical or office. Sales.	Clerical or office. Sales. Switchboard operator. Radio announcer, Office clean-up work.	Switchboard operator. Clean-up work. Record turntable operator. Lineman for telephone company.
CONSTRUCTION:	Clerical or office. Sales (not performed at construction site.)	Clerical or office.	All construction of buildings, bridges, viaducts, piers, highways, streets, airfields, pipelines, railroads, sewers, tunnels, waterworks, river and harbor projects, dams. Surveying crew work. Demolition work. Plumbing. Carpentry. Electrical work. Engineering. Boiler room work. All repair and maintenance work. Painting.
OPERATING OR TENDING HOISTING APPARATUS OR POWER-DRIVEN MACHINERY:	Operating office machines. In retail, food service or gasoline service establishments.* Operating tagging machines, ticketing machines. Dumb waiters.* Vacuum cleaners. Floor waxers. Dishwashers.* Toasters. Popcorn poppers. Milk shake blenders. Coffee grinders. Kitchen appliances.	Operating office machines. In retail, food service, (except in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises). Vacuum cleaners. Floor waxers. Toasters, popcorn poppers, milk shake blenders, coffee grinders, kitchen appliances, (except in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station.)	Operating elevator. Operating power-driven machines. Operating power-driven lawn mowers and cutters. Operating, setting up, adjusting, cleaning, oiling, or repairing food slicers and grinders, food choppers and cutters and bakery-type mixers.

FIGURE III-15 (continued)

OCCUPATIONAL AREA	JOBS PERMITTED (According to Federal Labor Laws)	JOBS PERMITTED (According to State Labor Laws)	JOBS PROHIBITED (By either Federal or State Labor Laws)
FOOD PROCESSING	In retail, food service establishments: Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters Cleaning vegetables* and fruits, wrapping, sealing, labeling, weighing, pricing stocking goods Host/Hostess * Waiter/Waitress * Bus boy or girl * Counterperson * Pot washer * Silverperson * Glass washer * Dishwasher,* Pantryperson * Salad maker,* Food checker * Clean-up work *	In retail, food service establishments (except in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises). Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters, (except in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station).	Preparation of fish by washing, scaling, skinning, filleting, or brining. Shrimp heading or peeling Crab processing—cooking, steaming Grading, packing, and picking Oyster shucking, grading, draining, cleaning, packing, icing. Poultry and game killing, plucking, singeing, and drawing. Freezing, brining, and smoking. Fruits, vegetables, meat or seafood. Cooking and baking in restaurant, kitchens and bakeries. Butchering and meat preparation. Work in freezers or meat coolers.
PUBLIC MESSENGER WORK:		None.	Public messenger service.
WINDOW WASHING:		In retail, food service—ground floor window washing (except in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station).	In retail, food service and gasoline service establishments; Outside window washing from sills. All work requiring use of ladders, scaffolds or other substitutes.

*—Illinois Child Labor Law: Hazardous Qccupations--Section 7, paragraphs 1 through 16.

NOTE: This information summarizes laws and regulations at time of publication of this handbook. Contact the Program Approval and Evaluation Section, Illinois State Board of Education, for latest regulations.

LOCAL AGENCY'S POLICY REGARDING WORKING STUDENTS

(If your agency has a policy governing student work, you may want to include that policy here.)

FIGURE III-16

MINIMUM WAGES AND EXEMPTIONS FOR STUDENT LEARNERS*

Federal law allows for payment of less than the minimum wage to student/learners if the reduction in wages is necessary to "prevent the curtailment of opportunities for employment." However, to avoid the possible exploitation of student/learners, there are fairly strict limits in the laws and regulations on how low the wages can go, how long sub-minimum wages can be paid, how many employees can be paid, how many employees can be paid less than the minimum wage by any single employer, and so forth. Because of these restrictions, especially the limitations on hours of work per week by any employee paid a sub-minimum wage, most employers prefer to pay student/learners whatever other employees performing similar work are paid. When an employer wants to pay less than the minimum, an application must be filed with the appropriate federal or state official. The regulations outlining minimum wages follow.

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[*] Adapted from Massachusetts Career Guidance Handbook. Developed by Institute for Governmental Services, U. of Massachusetts for the State Department of Education, Division of Occupational Education, April 1979.

FIGURE III-17

QUALIFICATIONS FOR MINIMUM WAGE PROVISIONS
(Fair Labor Standards Act)

FEDERAL

1. When the individual enterprise does at least 325,000 dollars worth of business annually. As of July 1, 1980, any enterprise which is part of a chain which does more than $325,000 in business each year will also be covered.

2. If the enterprise as a whole does not come under the FSLA, individual employees may be covered if their work has any relation to interstate commerce. For example, if a secretary routinely handles bills, correspondence, etc., which are sent out-of-state, she may be covered by the federal minimum wage, even if no other employee is covered.

3. Certain types of business are under the FLSA regardless of their dollar volume. Examples from 1974 Amendments include all construction, laundries.

Exemptions for Student/Learners

1. May be employed under minimum wage only in these areas:
   - retail or service establishments 80%
   - agriculture 80%
   - institutions of higher education 80%

2. Student may not work more than 20 hours per week except during vacations.

3. Subminimum wage may be paid only during the period for which certificate was issued (usually no longer than 1 school year). Institutions of higher education do not need to obtain certificates. Retail or service establishments or agricultural employers may employ 4 or fewer students without precertification.

4. Student employed by elementary or secondary school also eligible if:
   a. employment constitutes an integral part of school's regular education program;
   b. employment is consistent with applicable child labor laws.

5. Employer limits total number of hours students work per month to certain proportion of total hours of employment in that particular establishment.

FIGURE III-17 (continued)

Contact the

Illinois Department of Labor
Labor Standards Division
910 South Michigan Avenue
Room 1855
Chicago, IL 60615

for additional information and any of the following:

- Application for License to Employ a Learner at Subminimum Wages (State and Federal).
- Application for Handicapped Worker Certificate (State and Federal).

FIGURE III-18

SOCIAL SECURITY*

ILLINOIS MUNICIPAL RETIREMENT FUND
100 SOUTH WACKER DRIVE • CHICAGO, ILLINOIS 60606 • Telephone (312) 346-6722

SPECIAL MEMORANDUM

Number: 75
Date: June 12, 1973

TO: School Districts

SUBJECT: Wages Paid to Students—Social Security Tax Deductions

Effective with services rendered on and after July 1, 1973, Social Security taxes should not be deducted from wages earned by students working for the school districts operating the school in which they are *enrolled at the time of services are rendered The 1972 amendments to the Federal Social Security Act permit this exclusion, which applies to wages paid*

(1) by a school district

(2) to a student, enrolled in a school operated by the school district employing the student,

(3) for services rendered during the time the student is enrolled in school.

The exclusion applies to payment for services rendered after June 30, 1973. Social Security taxes should be deducted from wages for services rendered before July 1, 1973, even though paid in July.

The following examples indicate how the new exclusion should be applied:

EXAMPLE 1: A high school student enrolled in a high school operated by a community unit (K-12) district works during the school year in a library in a grade school after school. The exclusion applies and Social Security taxes should not be deducted because the grade school is operated by the same school district as the high school in which the student is enrolled.

EXAMPLE 2: A high school student enrolled in a high school operated by a high school (9-12) district works in a grade school library for a grade school (K-8) district in the same community. The exclusion does not apply because the student is not working for the school district which operates the school in which the student is enrolled. The grade school district must deduct Social Security taxes from the student's wages. If the student worked during the school year for a library in the high school, the exclusion would apply and no Social Security taxes would be deducted.

EXAMPLE 3: A high school student is enrolled in school A and works after school in school B, operated by the same school district. The exclusion applies because the school district is the employer and it operates the schools in which the student is enrolled and employed. No Social Security taxes should be deducted from the student's wages.

EXAMPLE 4: A high school student works as a part-time janitor both during the school year, when he is enrolled in school, and during the summer vacation, when he is not in school. The exclusion applies only during the period when he is enrolled in school. Therefore, Social Security taxes should not be deducted for work during the school year (even though during holidays, Christmas vacation etc.,) but social Security taxes should be deducted for the summer vacation work.

EXAMPLE 5: A high school student enrolled in summer school works for the school district operating the high school during the summer school term. The exclusion applies since the student is enrolled in school at the time the services are rendered. No Social Security taxes should be deducted from the student's wages.

EXAMPLE 6: A student works for a park district recreation program which uses facilities of the school in which the student is enrolled. The exclusion does not apply because the student is working for the park district rather than the school district. Social Security taxes should be deducted from the student's wages.

If work-study students in your school have been working for your school district and you have enrolled them under IMRF because their jobs require performance of duty for 600 hours or more per year, you should terminate their IMRF participation as well as their Social Security tax deductions of July 1, 1973.

Your withholding obligations under the Internal Revenue Code and the Illinois Income Tax Act are not affected by this change.

Ralph W. Kausch
Executive Director

*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

FIGURE III-19

TAXES

Student workers involved in a cooperative work experience program are subject to the same taxes as regular workers. This includes both federal and state taxes. Students should be informed that since they are wage earners, a percentage of their income will be withheld by their employer in accordance with tax regulations. Career guidance personnel should be familiar with the W-2 forms and assist students in the processing of these forms, if necessary. If students earn less than 3300 dollars in a given year, they are not required to file a return, but it is to the student's advantage to file a return, especially if their employer has withheld taxes. If students earn more than 3300 dollars in the given year, they are required to file a return even though that student may be claimed as an exemption on the parent's or guardian's tax return.

For more information, contact:

Taxpayer's Service Center
641-2150 (Cook County)

1-800-252-8972 (all other counties)

or

Taxpayer's Information Division
1901 South 11th Street
Springfield, IL 62708

or

Taxpayer's Information Section
160 North LaSalle Street
Chicago, IL 60601

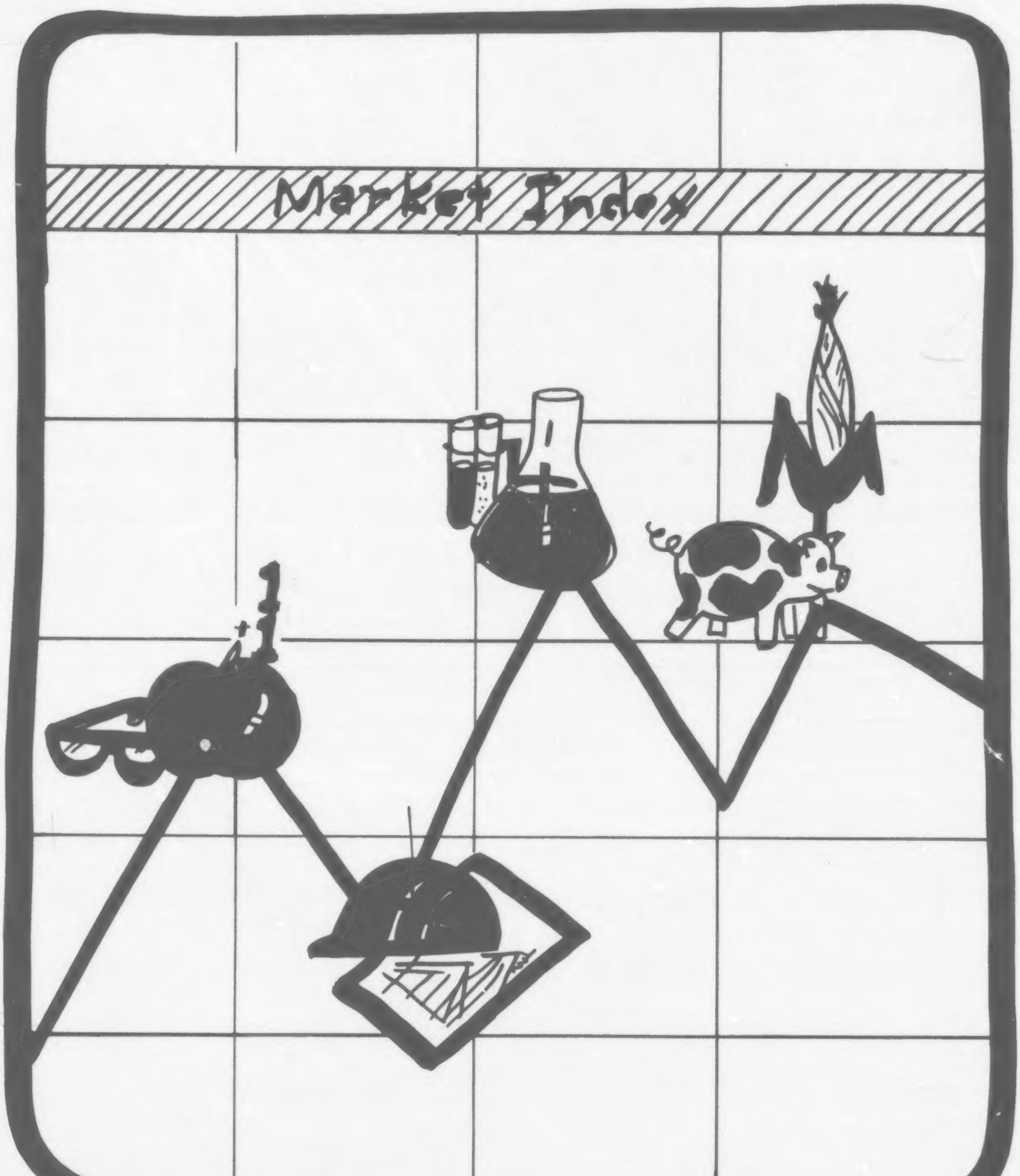
or

District Offices of the Illinois
Department of Revenue

Summary

The laws and regulations governing students involved in any type of work were reviewed. Specific attention was given to the Illinois Child Labor Law, hazardous occupations, hours of work, wages, and taxes. It is the school's responsibility to monitor students who work and to advise their students' employers of applicable regulations. The Labor Standards Division of the Illinois Department of Labor and/or the Wage and Hours Division of the U.S. Department of Labor should be contacted to answer questions.

Labor Market Overview


Market Index

LABOR MARKET OVERVIEW

Each year many students leave or graduate from educational institutions and discover that the education they received prepared them for employment prospects that are no longer available, while other occupational opportunities are unable to secure qualified applicants. One factor that contributes to this alarming mal-distribution of the labor force is the lack of accurate information concerning long term labor market needs. Such information was recognized by counselors who responded to a recent Illinois Guidance and Vocational Services Association survey as being one of the most important forms of assistance that is frequently requested by students.

The purpose of this unit is to provide information that will help to make career guidance personnel more aware of predicted employment needs. The materials to be presented here were taken from the Occupational Outlook Information Report - 1976-1985 and represent the most current labor market forecasts. It is impossible to include all of the information in that publication in this section. To get a copy of that document contact:

U.S. Department of Labor
Employment and Training Administration
Publications and Project Development Section
910 South Michigan Avenue
Chicago, IL 60605

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Apprenticeship Programs, p. III-175
and Appendix A2

Career Guidance Centers, Appendix A4

Cooperative Education, Appendix A8

Department of Adult, Vocational and Technical Education,
Appendix A1

Sex Equity, Appendix A28

Work Experience, p. III-163

Employment Outlook

The Occupational Outlook Information Report 1976-1985 reports the projected employment requirements and changes expected to take place during this time span. The number of job vacancies encompass those available as a result of both growth within a given area as well as replacement needs brought about by retirement, death, or whatever. It does not include openings occurring as a result of transfer from one occupation to another. Replacement needs are estimated to produce the greatest number of job vacancies.

It is predicted that during the coming decade, the proportion of workers needed in service-producing industries will continue to grow. It is also anticipated that employment in businesses which provide services (transportation-communication-public utilities, trade, finance-insurance-real estate, services, and government) will increase by more than 12 percent. The demand for workers employed in goods-producing activities will only expand by 9 percent, or 149,300 workers, during the period. The proportion of workers employed in goods-producing industries (agriculture, mining, construction, and manufacturing) will drop by one-half percent. Within this general pattern, growth rates will differ widely among individual industries. The most rapidly expanding areas will be the mining, finance-insurance-real estate, and service sectors. Employment in agriculture will continue to decline during the next decade.

The following two figures provide more precise estimates of the labor market trends predicted for the next decade. Figure III-20, p. III-153, shows the distribution of job openings expected to occur each year by major occupational category. Each bar has been shaded to indicate how many vacancies will become available as the result of labor force separations and how many will be created by employment growth.

The next figures, Figures III-21.1-21.9, pp. III-154 to III-162, are a series of bar charts that show those job titles in which most openings are expected to occur through the mid-1980's. Different symbols have been used to designate those occupations which are expected to either expand rapidly or to decline through the next 10 years.

FIGURE III-20

Average Number of Job Openings Expected To Occur Each Year
Due To Employment Growth and Labor Force Separations
By Major Occupational Category
1976-1985
State of Illinois

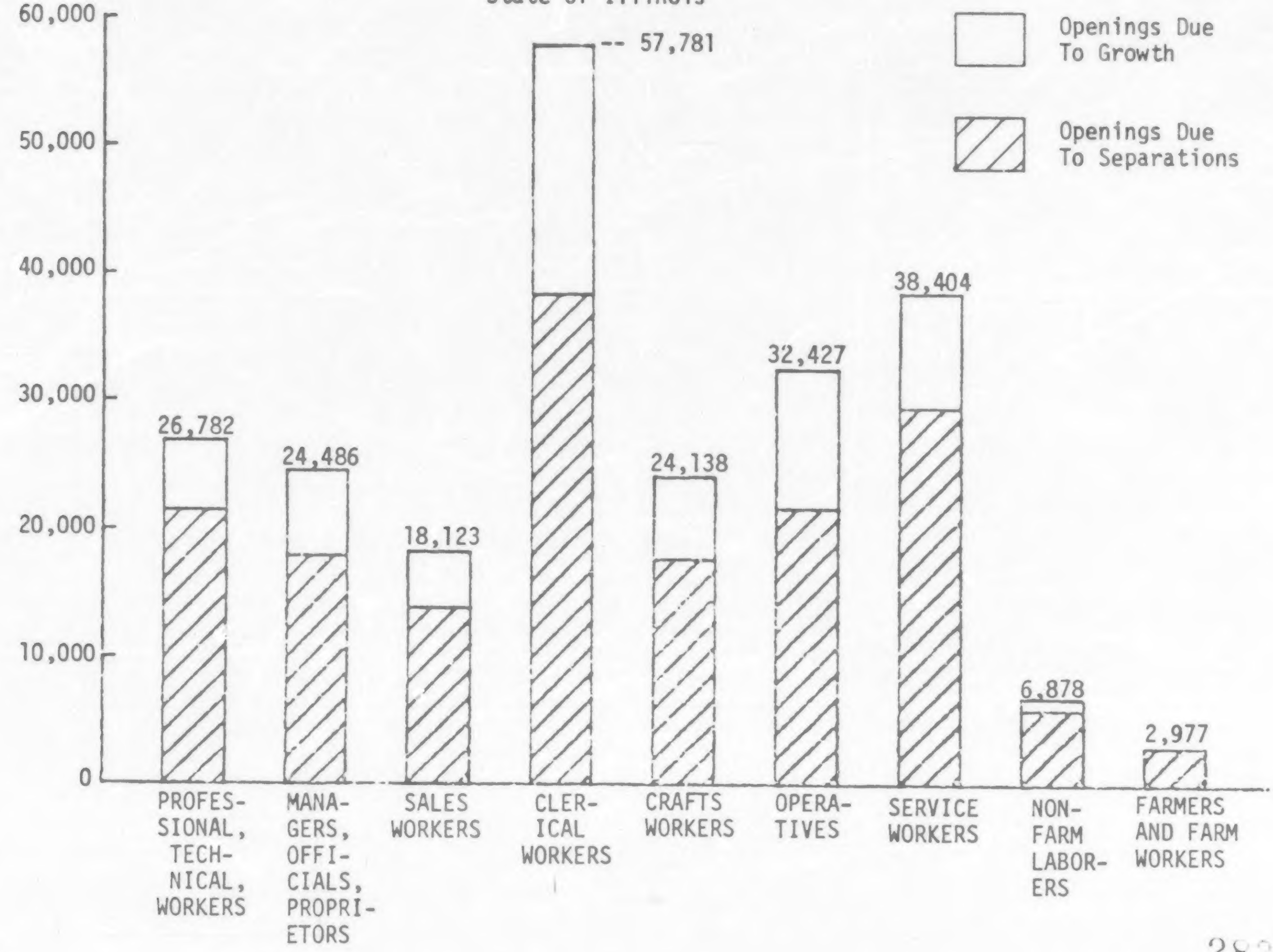
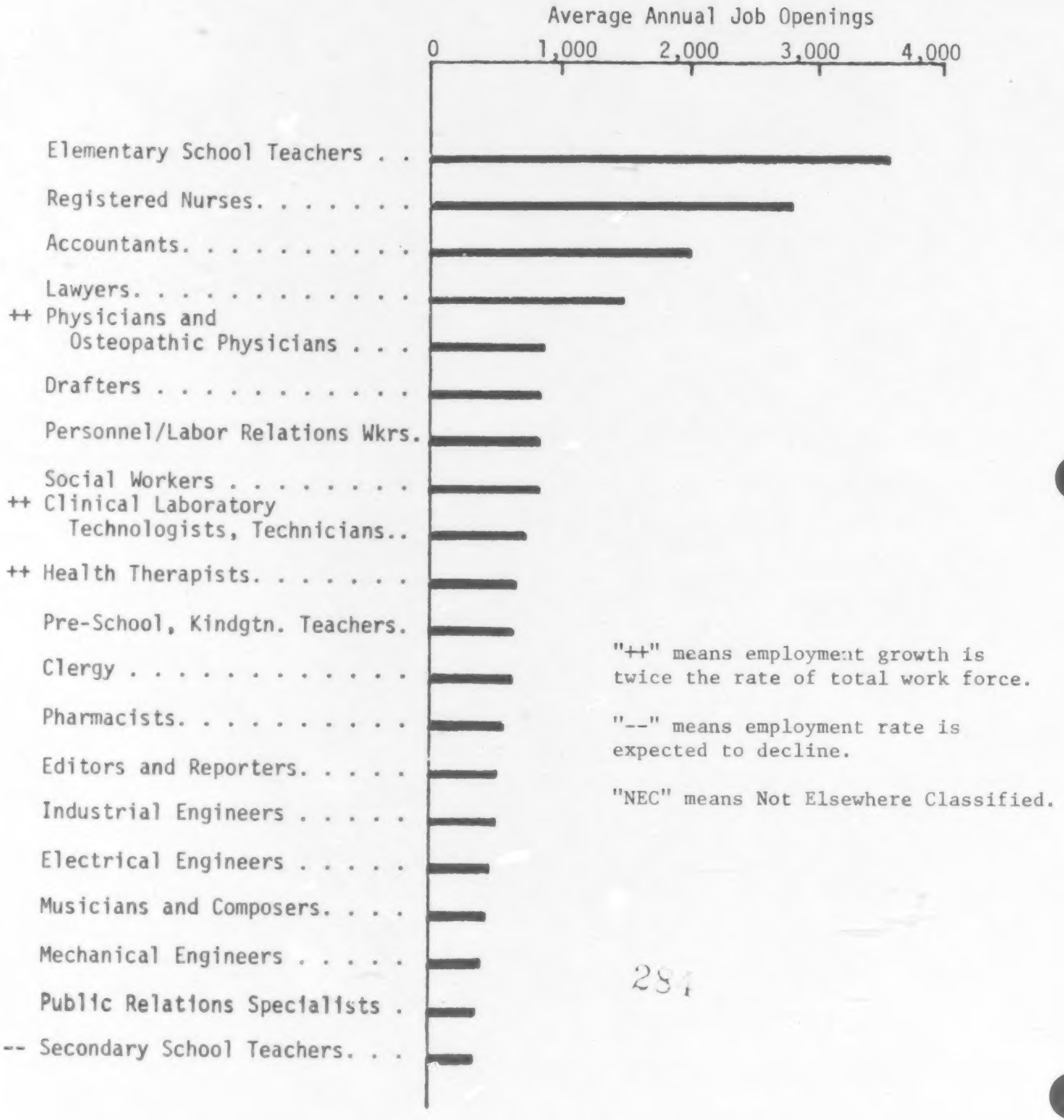


FIGURE III-21.1

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
PROFESSIONAL AND TECHNICAL WORKERS



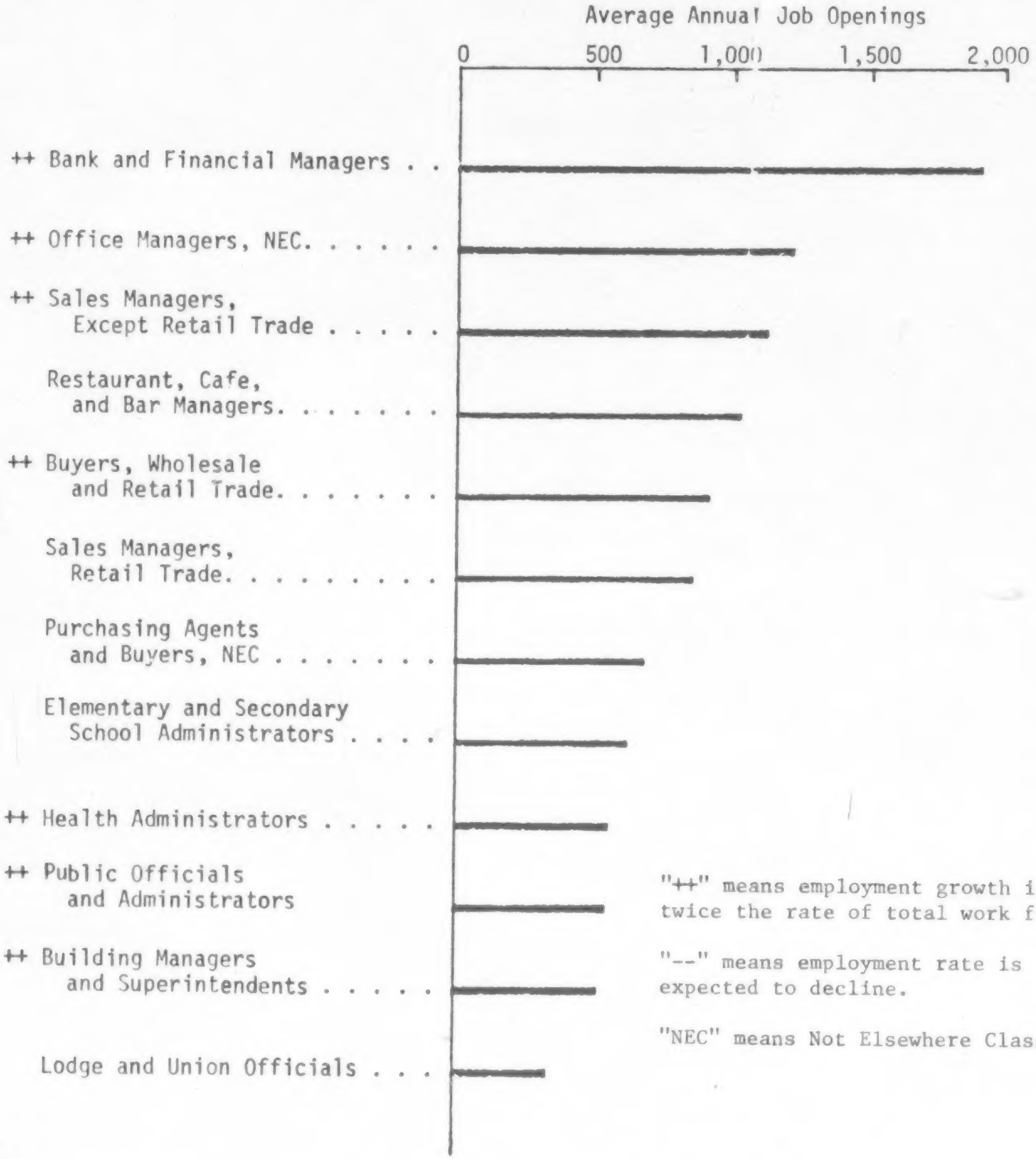
"++" means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified.

FIGURE III-21.2

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
MANAGERS, OFFICIALS, AND PROPRIETORS



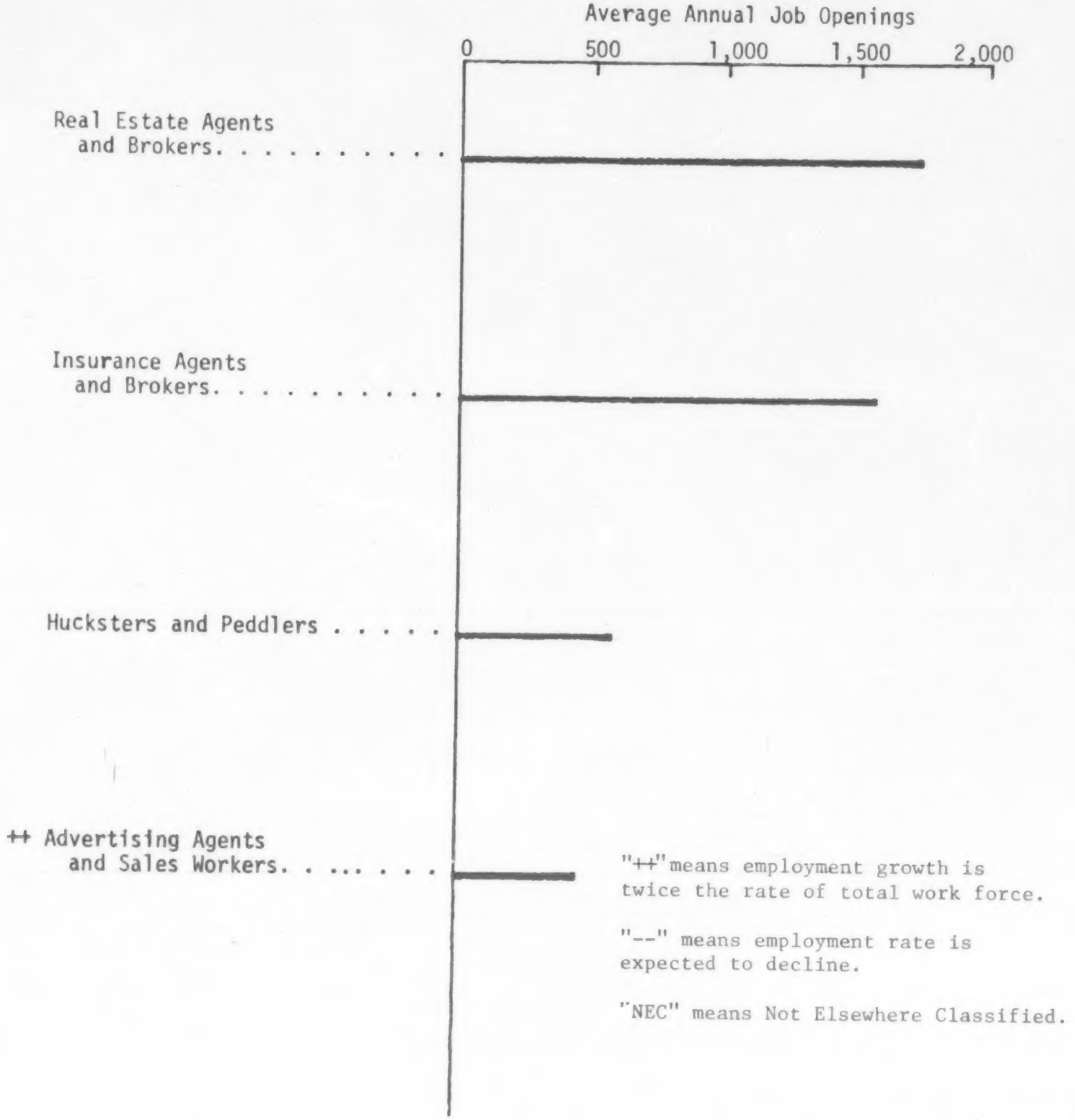
"++" means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified.

FIGURE III-21.3

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
SALES WORKERS



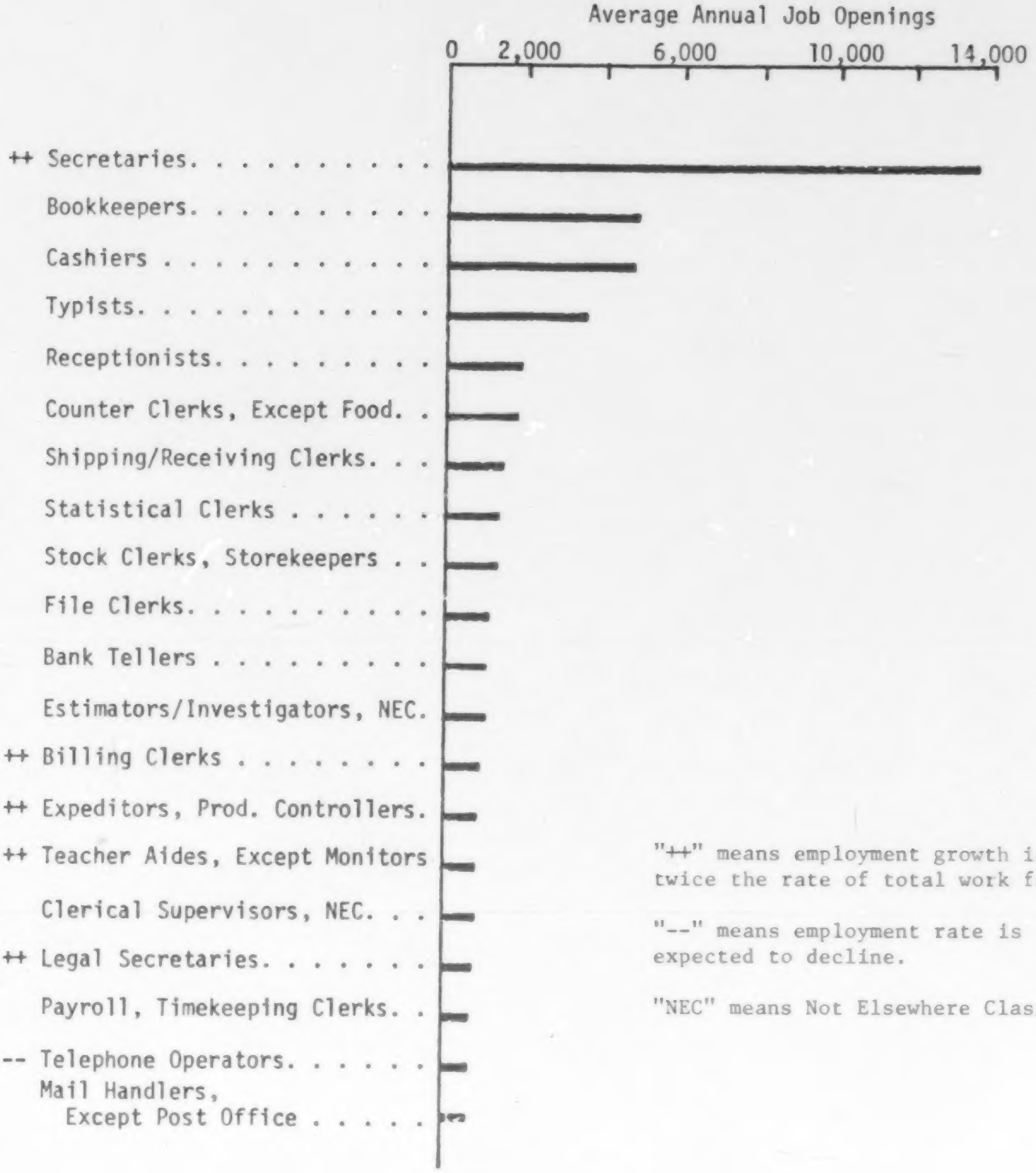
"++"means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified.

FIGURE III-21.4

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
CLERICAL WORKERS



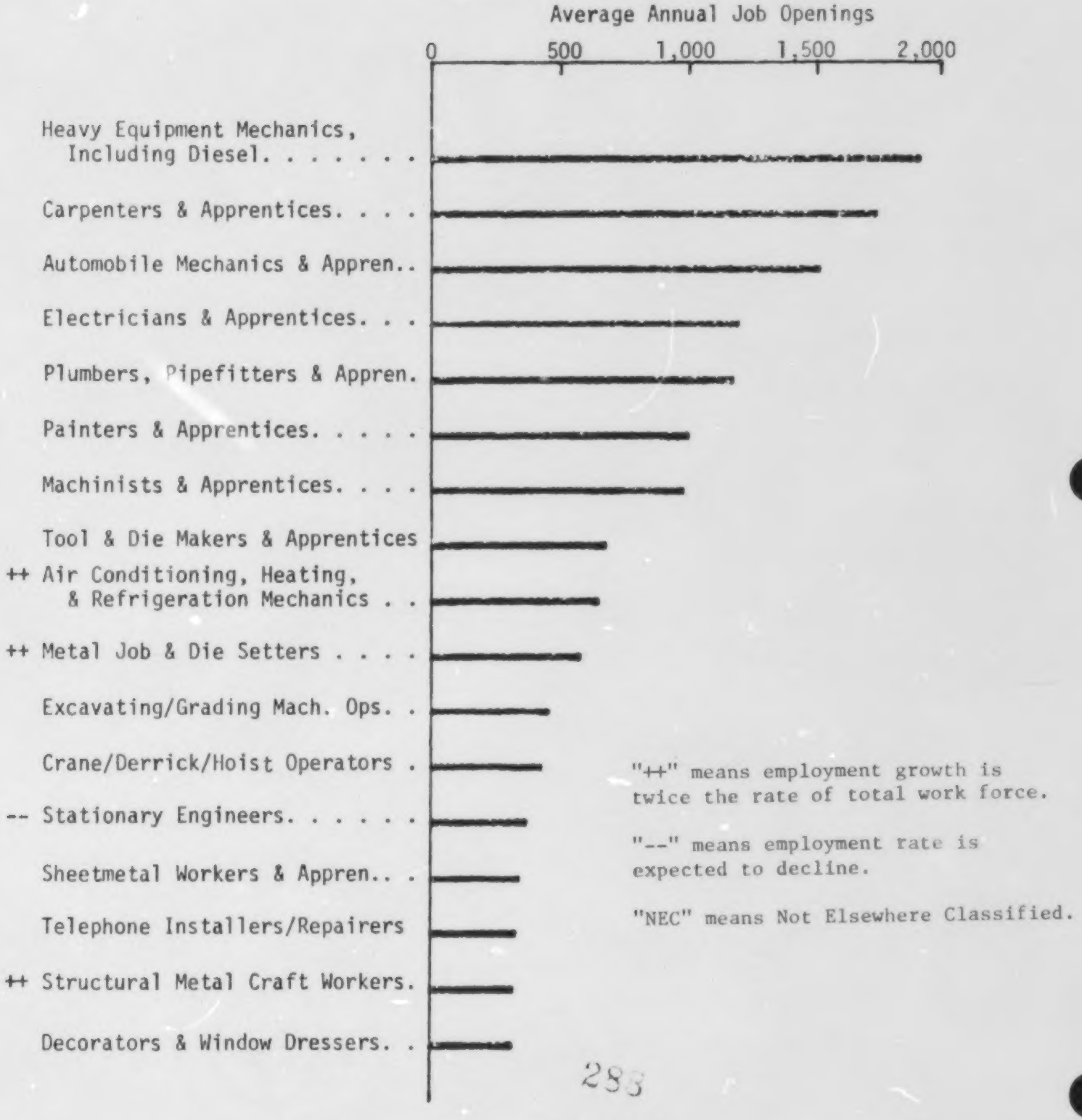
"++" means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified.

FIGURE III-21.5

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
CRAFTS WORKERS



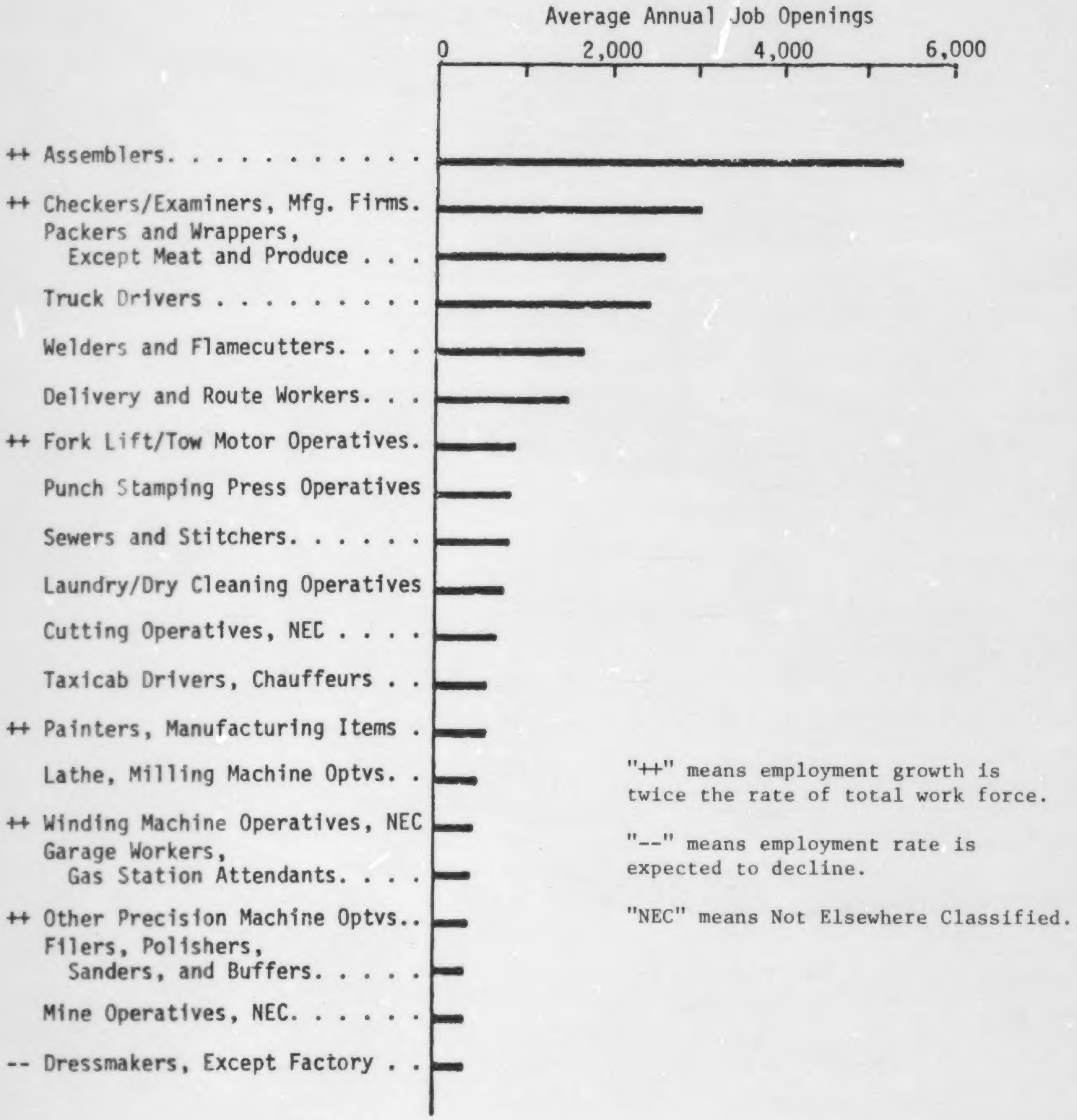
"++" means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified.

FIGURE III-21.6

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
OPERATIVES



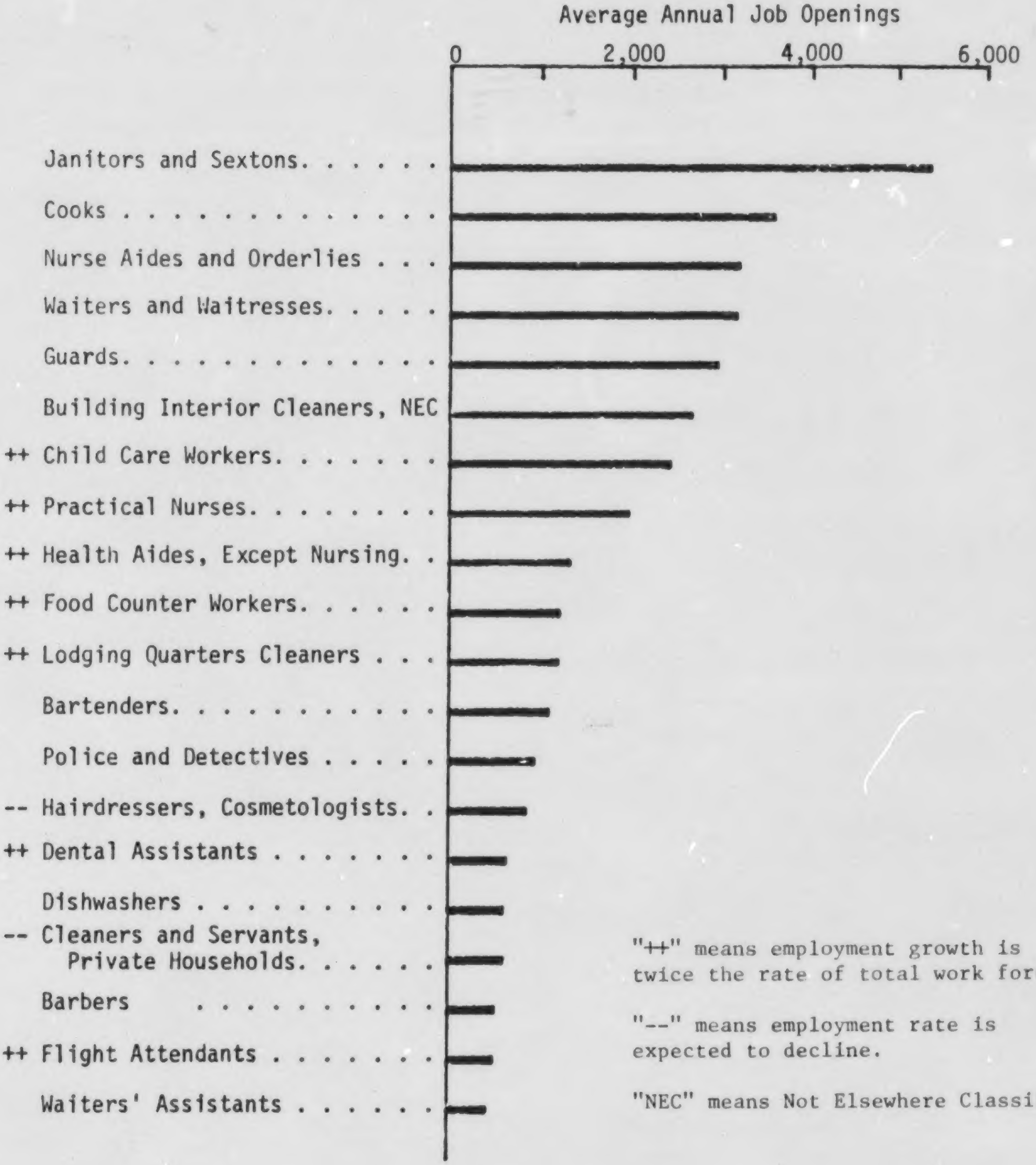
"++" means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified.

FIGURE III-21.7

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
SERVICE WORKERS



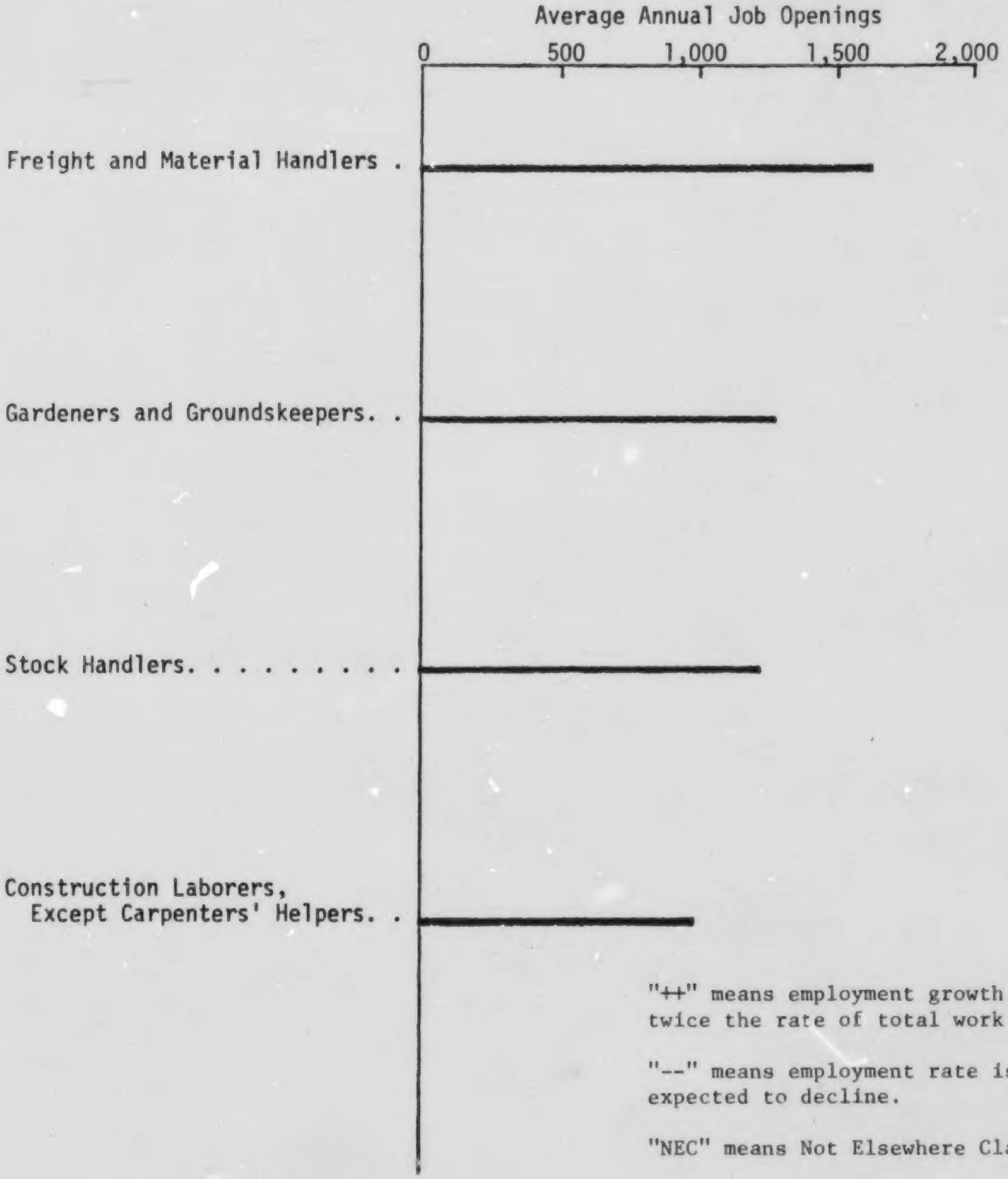
"++" means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified.

FIGURE III-21.8

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
NON-FARM LABORERS



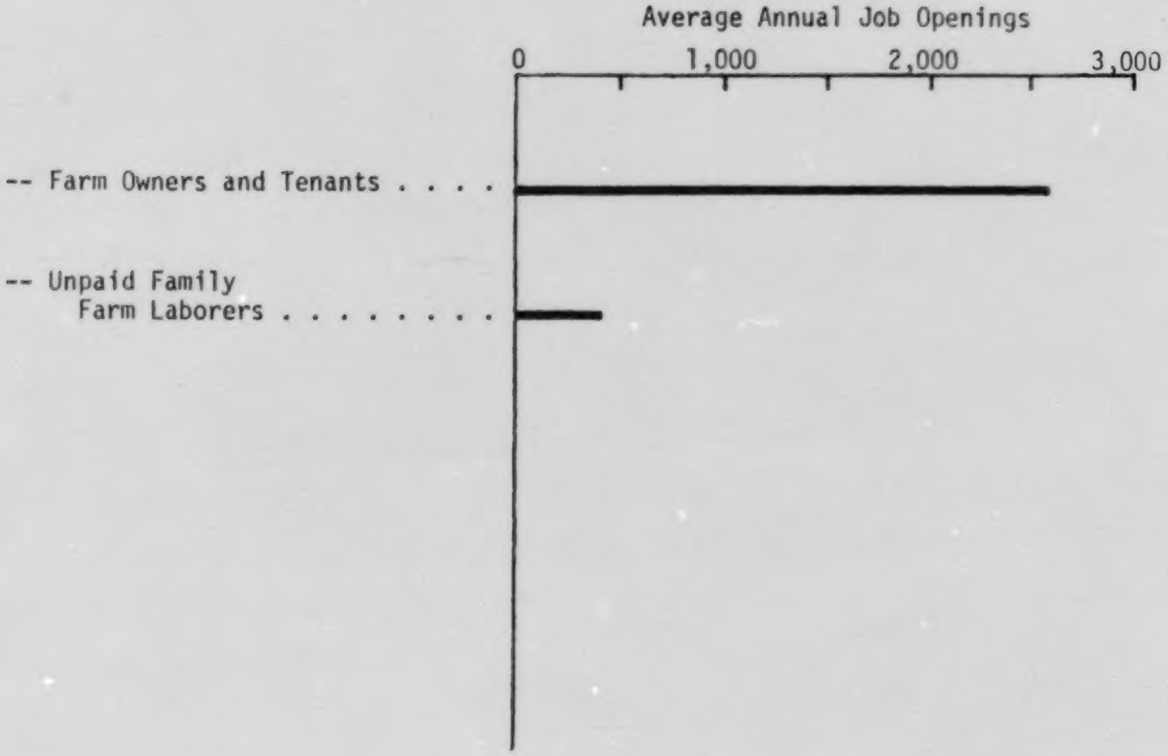
"++" means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified

FIGURE III-21.9

Occupations Expected To Be In Greatest Demand
1976-1985
State of Illinois
FARMERS AND FARM WORKERS



"++" means employment growth is twice the rate of total work force.

"--" means employment rate is expected to decline.

"NEC" means Not Elsewhere Classified.

Work Experience Programs

WORK EXPERIENCE PROGRAMS

Work experience programs represent one of the ways the schools have used to move toward the establishment of a more responsive educational environment. This trend toward providing a more broadly based educational experience for all students has its roots in the following assumptions:*

1. The in-school dichotomy between theory and practice is dysfunctional for many students.

2. Many adolescent needs (e.g., responsibility, productivity, commitment, identity) are difficult to achieve within the traditional school environment.

3. One of the emerging roles of teachers is to help students reflect on their experiences, and work experience programs help a student gain an experiential base.

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Affirmative Action, p. III-9

Anti-Discrimination Laws, p. III-3

Career Guidance Centers, Appendix A4

Cooperative Education, Appendix A8

Occupational Survival Skills, Appendix A17

Pre-Employment Skills, Appendix A19

Sex Equity, Appendix A28

Special Needs Students, Appendix A24

Vocational Training Opportunities, Appendix A25

Youth Employment Laws, p. III-137

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*Massachusetts Career Guidance Handbook. Developed by Institute for Governmental Services, U. of Massachusetts for the State Department of Education, Division of Occupational Education, April 1979.

The purpose of this section is to identify the characteristics of work experience programs and to provide information that will enable career guidance personnel to develop or expand such programs. The materials included in this section do not represent a comprehensive treatment of work experience programs. The presentation will be limited to a discussion of:

- The Benefits of Work-Experience Programs;
- The Types of Work-Experience Programs; and
- Implementing a Work-Experience Program.

Readers interested in a more extensive treatment of this topic are referred to the WECEP Guide (Revised Edition), or the Handbook for Cooperative Vocational Education in Illinois. Both publications may be obtained from the East Central Network/Illinois Vocational Curriculum Center (see Appendix A10), from the Regional Career Guidance Center (see Appendix A4), or from the Curriculum Publications Clearinghouse (see p. II-38 for address) if you wish to purchase.

Benefits of Work Experience Programs

Work experience programs are generated primarily for the benefits of students, but there are also benefits to the school, the community, the employer, and to labor. They may be described as follows:*

Benefits to the Student:

1. Offers an opportunity to receive some specific occupational training while attending school;
2. Offers training for young people in a chosen occupation in their local community;
3. Offers an organized plan of training on-the-job under actual business conditions;
4. Offers an opportunity to secure training at a relatively low cost because it is secured while attending the public school;
5. Establishes definite work habits and attitudes;
6. Makes possible a satisfactory transition between school and work;
7. Allows for a better correlation of school work and school activities and employment since the student comes to recognize his or her own needs;

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*From WECEP Guide (Second Edition), Illinois State Board of Education, 1978.

8. Offers an opportunity to remain employed in the local community after graduation;
9. Motivates interest in other school subjects;
10. Develops a sense of responsibility;
11. Enables students to stay in school because of their earning power; and
12. Enables one to make an intelligent choice of his or her life's work early in life.

Benefits to the School:

1. Broadens the school curriculum;
2. Helps hold students in school longer;
3. Allows the school to offer occupational training for those who are going to enter an occupation immediately upon graduation;
4. Provides credits which can be used for graduation and for college entrance;
5. Enables the school to better meet the training needs of the community;
6. Allows for a diversity of occupational training at a relatively low cost;
7. Provides closer cooperation between the school and the community;
8. Lessens the disciplinary problems of the school;
9. Necessitates a relatively small amount of equipment; and
10. Permits flexibility in instruction.

Benefits to the Community:

1. Encourages young people to remain in their home community upon graduation;
2. Enables the community to play a part in training for its own needs;
3. Causes more young people to remain in school;
4. Helps meet the immediate training needs of the community;

5. Lessens unemployment problems of the youth of the community;
6. Tends to produce citizens who will meet their responsibilities at an earlier age;
7. Improves the economic climate by increasing student buying power, and
8. Promotes a closer relationship between the community and the school.

Benefits to the Employer:

1. Allows employers to become acquainted with the prospective employees;
2. Provides a source of future employees;
3. Enables employers to become a part of the school's training function;
4. Reduces labor turn-over;
5. Enables employers to turn the screening function over to the school;
6. Enables employers to have more direct return on their tax dollar; and
7. Enables employers to have an input into the school's curriculum.

Benefits to Labor:

1. Offers training which heretofore has not been possible in many cases;
2. Enables labor to help guide the program through representation on the advisory committee;
3. Provides a source of well-trained leaders;
4. Provides the assurance that the labor market will not be flooded;
5. Offers pre-apprenticeship training that will be advantageous to both apprentices and journeymen; and
6. Opens the way for part-time and evening classes for apprentices and journeymen.

Types of Work Experience Programs

Work experience programs are classified as either non-paid or paid. Differences between the two classifications are identified in the following paragraphs.

Non-Paid Work Experience. Non-paid work experience programs represent an opportunity for students to systematically sample conditions of work in a variety of occupational fields. Thus they are frequently referred to as exploratory work experience programs. Work programs of this type provide a basis, through observation and supervised participation, for an informed choice. Work sites are arranged and supervised by the school. Students are involved at work sites for differing periods of time. The student receives school credit for successful participation, but receives no monetary remuneration for the work. Student employees receive no direct benefits. Non-paid work experience programs are particularly beneficial when used with gifted students. Two examples of such programs are:

Shadowing--Students are involved in a variety of work stations over a period of time for the purpose of observing and learning (e.g., students spend one semester in the same hospital observing in many different departments, such as maternity, intensive care, general surgery, etc.); and

Non-Paid Internships--Students spend a period of time, generally a full semester, in the same work station for the equivalent of at least one full day a week (for example, students assigned to work in a day-care center with one sponsor). Academic study may or may not be done concurrently.

Paid Work Experience. Under paid arrangements, the work experience averages at least twelve hours per week and is arranged and supervised by the school. Paid work experiences are of two types: general and vocational. A general work experience is designed to develop desirable attitudes and promote understandings of the relationships between formal education and job success through supervised, part-time employment as part of the total school program. This part-time work need not be related to the specific occupational goal of the student, but efforts should be made to link the work experience with classroom instruction so that one is a reinforcement for the other. The student receives school credit and must receive pay for productive participation at a work site.

A vocational work-experience program provides specific occupational preparation for entry into selected careers. The employment of a student is normally within the occupational area into which he or she desires employment following graduation. A student not enrolled in a related vocational program may enroll for vocational work-experience only if it is a matter of record that his or her occupational goal is that for which on-the-job training is being received or requested. Most vocational work-experience programs are funded with local, state, and federal funds and operate under provisions established through a state plan for vocational education.

Examples of work-experience programs include:

Cooperative Education--Defined as work experience in a work setting related to students' field of occupational training. Written agreements are signed between the school and employers which specify instruction, training, and supervision.

Work Study--Defined as work experience not necessarily related to students' occupational field but relevant to developing responsibility and meaningful employment. It provides a financial base to allow a young person to remain in school.

Paid Internships--Defined as programs in which students are paid for work experience, arranged for and supervised by the school, which are related to a student's interest area and often last a semester.

Implementing Work Experience Programs

The task of implementing work-experience programs may be broken down into four components: (1) Student Recruitment and Selection; (2) Site Identification; (3) Site Placement; and (4) Supervision.

Each of these components will be briefly discussed here. Readers are referred to the manuals cited at the beginning of this selection if they wish more information about any of the components or if they wish to see examples of appropriate forms.

Student Recruitment and Selection. There is no best way to select students for work-experience programs. Different programs will attract different kinds of students. It must be the case, however, that any and all recruitment and selection methods comply with both the letter and the spirit of the laws barring discrimination in education that were discussed in a previous section of this chapter (pp. III-3 to III-14).

The following steps to consider in the selection of students represent the bare essentials of recruitment:

(1) Establish criteria for the selection procedures--Allow those students to enroll who meet established criteria and for whom the coordinator can find an occupational placement appropriate to their career objectives, abilities, or current needs or interests; and

(2) Collection of information--Data concerning the student may be secured from teachers, counselors, school records, parents, and from the student.

In order to identify which students might be interested in a proposed cooperative work experience, a student survey may be conducted. The best time to conduct such a survey is when students are registering for their next term classes or well in advance of the starting date or the proposed cooperative work experience. The person who is to conduct the survey should develop a tentative list of questions taking into consideration the following: (1) number of students presently employed part-time in jobs suited to program objectives; (2) names of employers where students work; (3) students' interest in the proposed program; and (4) students' occupational goals and educational plans.

Site Identification. Identifying job sites is difficult and may in some instances be almost impossible. There are some tricks to successful site identification, but the most important factors are a great deal of patience, a willingness to attend to detail, and to work hard. A personal approach with employers is most productive:

(1) Learn the names of key management personnel;

(2) Develop a good working relationship with both actual and potential employers;

(3) Keep going back after the first contact;

(4) Learn to take "no" for an answer, but be able to ask a second time;

(5) Expand your definition of acceptable sites, if possible within the guidelines of your program, to include non-paid intern positions, apprenticeships, or volunteer social service jobs; and

(6) Continue to present a positive image of your program, your students, and yourself.

As with the task of student recruitment, the identification of work sites must be done within the context of existing anti-discrimination and child labor laws (see pp. III-3 to III-14 and III-137 to III-150). Work sites that do not allow for compliance with the aforementioned laws should not be recognized as being acceptable.

The following list of questions will enable you to solicit the necessary information about prospective work sites.*

(1) Does the prospective work site satisfy all federal, state, and local laws regarding the employment of youth?

(2) Is the job suited to the work-experience?

(3) Does the employer have a clear understanding of the work-experience program, and is he or she sincerely interested in participating in the program?

(4) Does the business have equipment and working conditions that will provide a good training program and on-the-job work experiences for the students?

(5) Will the training be compatible with the student's career objective or objectives?

(6) Will the employer accept and help develop a training plan which provides the student job rotation?

(7) Is a training sponsor or supervisor present who can help evaluate the student?

(8) Can the employer provide sufficient hours of regularly scheduled employment to accomplish the goals of the program and the objectives of the students?

(9) Does the organization provide prospective full-time employment for students after graduation?

(10) Is the occupation dangerous or likely to be detrimental to the student's physical, mental, or moral well-being?

(11) Will the student receive the same wages as other part-time employees?

(12) Does the employer provide a chance for advancement during the training period and after graduation from school?

(13) Is the location accessible to the student and the coordinator?

(14) What is the reputation of the employer in the community?

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*From Massachusetts Career Guidance Handbook, Developed by Institute for Governmental Services, U. of Massachusetts for the State Department of Education, Division of Occupational Education, April 1979.

(15) Does the employer have a good relationship with labor?

(16) Does the employer honor equal opportunity laws?

(17) Does the employer practice affirmative action?

(18) Does the employer have realistic expectations of student workers? and

(19) Is the employer sensitive to students' needs for recognition, guidance, and direction?

Site Placement. Once suitable job sites have been identified and employers have agreed to hire a cooperative or work-study student, the coordinator's role should be to aid in the actual employment of each student. The coordinator's role in the actual placement process might look like this:

(1) Announce all openings to the students;

(2) Have each student identify several openings of interest;

(3) Help set up interviews. It is sometimes convenient to ask each employer to set aside a block of time on a particular day to interview all of the students who are interested;

(4) Send students' resumes to employers prior to interviews; and

(5) Talk with students who went on the interview to determine how they feel about the opening.

In a previous section of this Chapter, the responsibility that career guidance personnel have in the area of affirmative action and equal educational opportunity was identified (see page III-9). The placement of students in work sites provides an excellent opportunity for career guidance workers to engage in such efforts. The placement of a minority-sex individual in a job setting traditionally associated with the majority sex for that position creates an opportunity to enlighten the parties involved about work opportunities and capabilities. Even if such a placement cannot be achieved, efforts to make minority-sex placements are an indicator of the counselor's sensitivity to the issue. The same arguments are applicable in the case of disabled and disadvantaged students. In short, when placing a student on a job site, career guidance personnel should make every effort to comply with the anti-discrimination statutes.

Supervision. One of the coordinator's responsibilities is to visit students at their work sites on a regular, possibly bi-weekly basis. These visits can serve several purposes:

(1) Allow the coordinator to observe the student in the work environment;

(2) Provide an opportunity for the coordinator and the student's immediate supervisor to informally evaluate the student's progress, attitudes, and work habits; and

(3) Serve as a reminder to the student and the employer that the work assignment is a learning experience.

Students generally enjoy having their coordinator visit them. It makes them feel special, and reminds them that their job is an important part of their education. The coordinator can use these visits to encourage students in their work by complimenting them on something they are doing well or by telling them some of the good things their supervisor has said about them. Students who are on an alternating plan like to hear about what is going on in school and what other students are doing in their jobs. Visits should be relaxed, supportive, and encouraging rather than heavily evaluative.

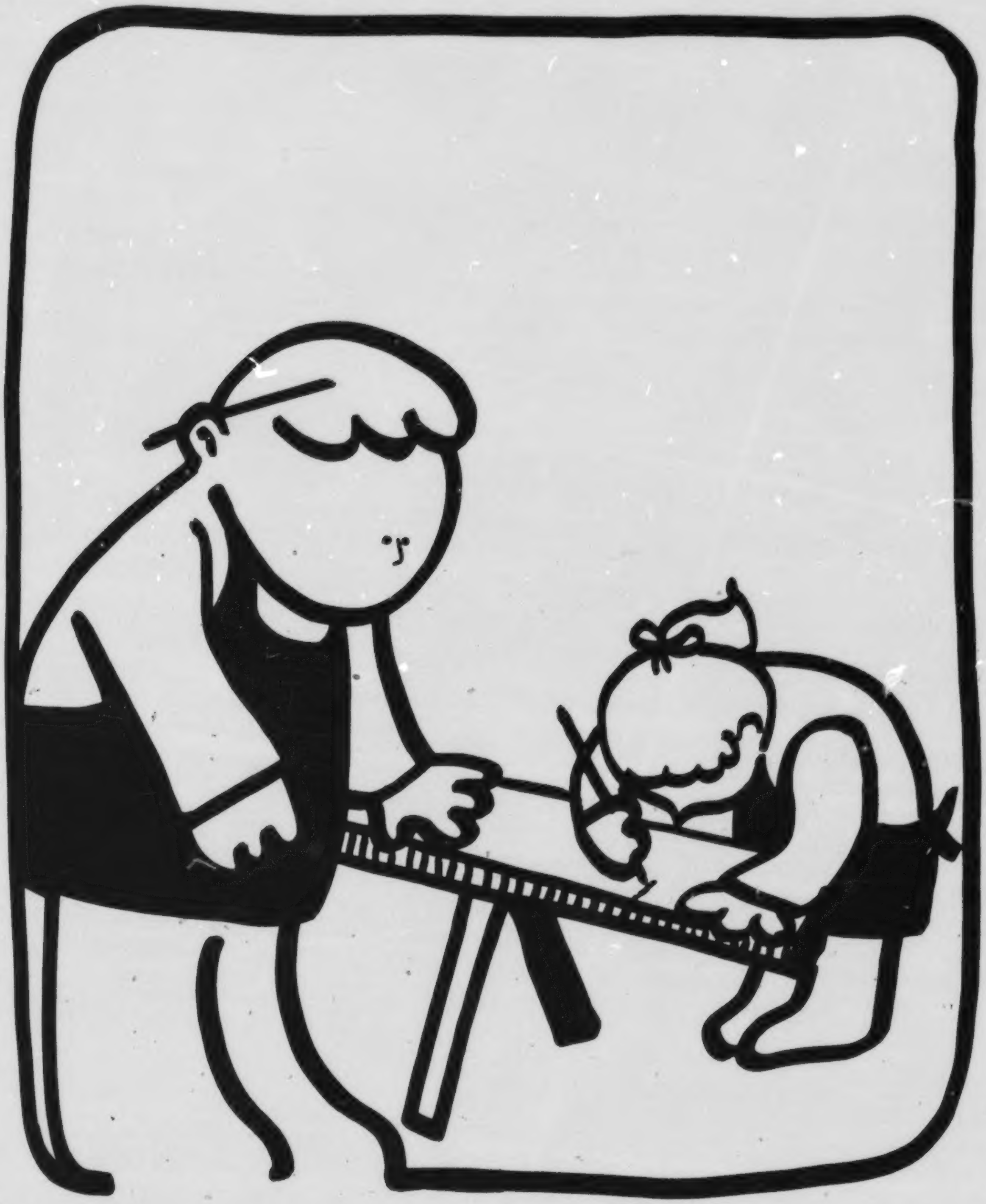
Although the student is the focus of supervision, the career guidance personnel are also informally supervising the employer. The specific area of supervision is the employer's compliance with anti-discrimination, affirmative action, and child labor laws and with the employment contracts (see appropriate sections of this chapter). If there are instances where the above elements are not being followed, it is the responsibility of the career guidance person to initiate action to remedy the situation.

Summary

Work experience is an option that many schools are selecting in order to provide students with opportunities that are not available in the traditional classroom. Experience has shown that work experience programs have benefits to the school, employer, and community, as well as the student. Community-based programs can be closely related to a student's academic program or they can be for general motivation or enrichment, or to provide exploration and to determine suitability to student interests. They can be paid or non-paid.

Implementing work experience programs includes four major components. The first, student recruitment and selection, includes advertising the program, setting selection criteria, interviewing students, and making selections. The next, site identification, involves contacting prospective employers, interviewing them, and making a selection. Once students and sites are selected, the third step, site placement, occurs. This includes matching student and employer needs, setting up interviews, and post-interview discussions with the student. The fourth and last step is supervision. This step involves developing a training plan to be followed by student on-site supervision, monitoring student progress, and conducting site evaluation. Finally, it is essential that state and federal laws concerned with affirmative action, equal educational opportunity, anti-discrimination, and child labor be considered throughout the work-experience program. Career guidance personnel will encounter few more appropriate opportunities to influence the public's behavior and attitudes about these critical matters.

Apprenticeship Programs



APPRENTICESHIP PROGRAMS

Apprenticeship training is yet another avenue that young people can use to prepare for a career. It is a proven approach that has been recognized for thousands of years; yet most career guidance personnel are unfamiliar with its procedures. The purpose of this section is to present a description of how apprenticeship training operates so that students might better understand its possibilities for them. The information included herein was gleaned from materials written by Jerry Gudauskas, Director of Region 3 Career Guidance Center. A more complete version of these materials may be found in Appendix A2.

Overview

Apprenticeship is an industrial training program system. Public schools have no control over apprenticeship programs. Thus students referred to particular programs by guidance personnel are not guaranteed program entry. Each particular union controls membership and limits the number of people who may enter their respective programs.

Apprenticeship is based upon a written agreement between the apprentice and the employer, by which a worker learns a skilled craft or trade while working. Apprenticeships usually require one or more years of on-the-job training under guidance and supervision by an experienced craftsworker as well as technical studies in subjects related to a particular trade.

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Affirmative Action, p. III-9

Anti-Discrimination Laws, p. III-3

Apprenticeship Programs, Appendix A2

Labor Market Overview, p. III-151

Sex Equity, Appendix A28

As apprentices progress in their training, they mature, acquire additional skills, and master the application of those skills which they have already learned. Detailed work and study records are kept, and the training progress of the apprentice is evaluated frequently.

Many jobs involving a specific skill or craft require union membership. Unions have taken the initiative to train young people, via apprenticeship programs, to become skilled craftsmen. Such on-the-job training programs have become a necessity for students choosing these careers. It is therefore important that counselors assist faculty in the orientation of the student to the concepts of unionism and apprenticeship.

It is usually the case that women do not consider the apprenticeship route to skilled trades. The U.S. Department of Labor reports, "the majority of women in apprenticeship are found in cosmetology and a few other trades. Federally funded outreach programs are presently trying to expand the outlook of women, counselors, prospective employers, and apprenticeship councils" (see Appendix A2 for a complete discussion).

Federal regulations on non-discrimination in apprenticeship and training were put into effect by the Secretary of Labor. These regulations set policies and procedures for equality of opportunity in apprenticeship programs registered with the Bureau of Apprenticeship and Training and operate under Title III of the Comprehensive Employment and Training Act of 1973. Each state has its own equal opportunity plan consistent with the federal regulations.

Private groups, such as the building and construction councils of the AFL-CIO, the Urban League, the United Automobile Workers, Agricultural Implement Workers of America, and the Negro Trade Union Leadership Council have contracts with the Department of Labor for disadvantaged persons' apprenticeship programs.

Process

Recognized apprenticeship programs are designed jointly by the employer and the union. These programs include the following features:

(1) Pay:

(a) an increasing wage scale is set for the term of apprenticeship. The scale averages approximately one-half the wage scale of skilled craftspersons in that occupation.

(2) Planning:

(a) a schedule of the work process is required, outlining the types of work the apprentice will learn.

(b) a written contract between the apprentice and the sponsor is drawn, stating the responsibilities of each party.

(c) contracted agreement of the terms of apprenticeship is signed by the apprentice and the sponsor.

(3) On-the-Job Experience:

(a) contracted length of time is usually three to four years.

(4) Supervising of Work:

(a) the work and study of apprentices are supervised by skilled craftspersons or journeymen.

(b) a probationary period of six months is set during which the apprentice or the employer may end the apprenticeship.

(c) those who operate the apprenticeship program are responsible for making sure that student learns the whole range of skills necessary for becoming a journeyman.

(5) Related Classwork:

(a) approximately 150 hours of classroom instruction are required, covering academic subjects or topics which may not normally be acquired on the job but are necessary for it. This class-work is taught after work hours.

Requirements and Application

Requirements for apprenticeship vary somewhat from place to place. Some trades require a high school diploma or its equivalent while others do not. An entrance test is required and assistance is available for help in passing these exams through local AFL-CIO councils, Urban Leagues, Workers' Defense Leagues, and other community action agencies. Applicants must be able to work with head and hands, demonstrating both the academic and the physical abilities necessary for performing the work of the trade.

Steps to be taken by students or others in becoming an apprentice are as follows:

1. Contact the Bureau of Apprenticeship Training for specific information on training programs (refer to Appendix A2 for the address);
2. Apply for an apprenticeship in the desired program;
3. Take the required aptitude tests and oral interview;
4. Select a trade which the applicant has an interest in, an aptitude for, and the physical ability to perform;
5. Determine if the minimum qualifications for the trade can be met; and
6. Decide whether or not the work on the job would be satisfying.

Summary

In summary, apprenticeship programs are a system used by industry to train persons to become skilled workers. The apprenticeship helps unskilled persons become skilled tradesworkers through training in the classroom and on the job while receiving a pay check. These individuals are taught skills of the trade by master craftsworkers and receive related technical training from competent classroom instructors. Apprenticeship is for people who like using their hands and their heads. It demands hard work and has tough competition. A potential apprentice must have the right attitude and motivation, must be dependable and punctual, must have ambition and drive to receive the goal of a completed certificate. After the apprenticeship term, the highly respected craftsworker has skill and good job security for the rest of his/her life (see Chapter II, p. II-36, Bureau of Apprenticeship and Training, for more information).

Job Placement Programs

JOB PLACEMENT PROGRAMS

If the schools are to continue to be viewed as a primary social institution by the general public, they must be able to demonstrate that their students are equipped to fit within the mainstream of society. To do so, the schools must actively work toward the goal of assisting all students who are leaving school, whatever the reason for leaving, achieve a satisfactory placement. The placement of graduates and school-leavers into jobs or further education will continue to be an important role of the school.

The purpose of this unit is to present information that will assist career guidance personnel in carrying out the job placement responsibilities. Issues related to post-secondary school placement and financial aid will be addressed in the next sub-section.

There is insufficient space in this publication to address the job placement topic in an all-inclusive manner. There are, however, published manuals that focus on placement programs. One such manual is the CAPS (Career Assistance and Placement Services) manual, which serves as the primary source of information for this section. Readers interested in a more detailed understanding of placement should study a copy of the CAPS Manual (see Chapter II, p. 64, for information relative to obtaining a copy of this publication).

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Affirmative Action, p. III-9

Anti-Discrimination Laws, p. III-3

Assessing Needs, p. II-3

Occupational Survival Skills, Appendix A17

Placement Center, How to Organize, Appendix A12

Pre-Employment Skills, Appendix A19

Sex Equity, Appendix A28

Vocational Follow-up, Appendix A26

Vocational Training Opportunities, Appendix A25

Youth Employment Laws, p. III-137

Overview

The major purpose of a placement program is to assist students to implement their career plans. The assistance may take many forms, including the following: (1) assisting students in the transition from school to work; (2) disseminating career and manpower information; (3) coordinating school-community linkages; and (4) placing students in positions that are consistent with their aptitudes and interests.

More specifically, the placement program has four basic goals:

(1) Reach and interact with students in order to serve them; teaching them employability skills such as interviewing, job development, and resume writing;

(2) Interact with employers in order to identify career opportunities;

(3) Refer students to pertinent career opportunities; and

(4) Follow-through with students and employers in order to improve the effectiveness of placement activities.

There are three major groups--students, employers, and school community--involved in the activities of a placement program. The placement program is effective to the degree to which it meets the needs of these groups.

To meet the needs of the students, the program has to initially establish an awareness program so that students know of the services that are available. The students need to have knowledge of what jobs are available, and of those jobs, which are consistent with their abilities, needs, and interests. One important goal of the placement program is to teach the students job acquisition skills necessary for them to obtain their jobs, such as interviewing and resume writing as well as to provide them with a job bank. The placement program should include a follow-up component which would serve to identify students' satisfaction with their education.

The placement program can benefit the business community by providing employers with a pool of students who are prepared to seek employment. Better informed and educated students will result in keener student competition for jobs. The placement program should develop a feedback system with employers which would allow them to assess the strengths and weaknesses of the placement program. By providing a link to the community, important information can be obtained about the experiences of current students and recent graduates. This feedback can be useful in modifying programs, curriculum, and guidance programs.

Implementation

For a placement program to efficiently meet the needs of students, the following functions should be addressed: (1) staffing; (2) job development; (3) student recruitment; (4) referral; and (5) follow-up. In order to describe the implementation process, each function is discussed below.

Staffing. In addition to a placement coordinator, the following cooperating personnel should be a part of the placement program where conditions and resources permit: (1) school administrator; (2) vocational director; (3) counselors; (4) testing center staff; (5) cooperative education and work experience coordinators; (6) faculty members; (7) employers; and (8) personnel from Regional Guidance Centers. A matrix of the responsibilities of cooperating personnel may be found in Figure III-22, p. III-182.

Job Development. The process of job development includes reaching potential employers who may hire students and graduates. Success in job development requires building and maintaining good working relationships with people in the business community. Three hints are: (1) be well informed about all school programs and services; (2) define the kinds of placement services at the school and how the employer might use them; and (3) work through employer organizations whenever possible to promote the placement program.

Some specific methods for achieving job development include:

(1) Newspaper ads can be read to identify job openings and then letters and brochures can be mailed. Recommended activities include:

  (a) obtaining newspapers and reading want ads on a regular basis;

  (b) mailing out letters to employers about the placement program (Figure III-23, p. III-184); and

  (c) recording all relevant information from employers who respond (Figure III-24, p. III-185).

(2) Employers can be contacted by telephone calls. Specific activities undertaken here would include:

  (a) obtaining lists of prospective employers (from the Chamber of Commerce, trade associations, or telephone book);

FIGURE III-22

RESPONSIBILITIES OF COOPERATING PERSONNEL*

Placement Responsibilities	Placement Coordinator	Counselor	Teachers	Advisory Committee	Employer	Administrators	Students
Planning	X	X	X	X	X	X	X
Needs Assessment	X	X		X		X	X
Inservice	X	X	X				
Orientation	X	X					X
Career Planning	X	X					X
Testing	X	X					
Referrals to Placement	X	X	X				
Public Relations	X	X	X	X	X	X	X
Contact Business/ Industry	X	X	X	X	X	X	
Job Development	X				X		
Referral/Interview	X				X		X
Follow-Through	X				X		
Follow-Up/Feedback	X				X		
Evaluation	X	X	X	X	X	X	X

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*From Barrow, Frisbie, & Matzelle, Career Assistance and Placement Manual (CAPS), Illinois State Board of Education, 1976.

  - (b) calling prospective employers to explain the placement program; and
  - (c) recording either job information or follow-up required.

(3) Employers can be solicited through an employer survey which involves mailing out letters to employers about the placement program (Figure III-23, p. III-184). The letter would include an Employer Identification Survey Card (Figure III-24, p. III-185).

(4) A visit can be made to community employers. Appropriate steps to take would include:

  - (a) selecting most promising employers first (based upon number of employees and ability to hire school's students);
  - (b) setting up appointment with personnel manager to explain the placement program;
  - (c) visiting and explaining programs; and
  - (d) communicating appropriate information to students and school staff.

Student Recruitment. Student solicitation is one of the major components of any placement program. The level of awareness and interest of the student body relates directly to the degree of program effectiveness. The process of student recruitment helps provide the source for student awareness of the placement program. It equips the student body with a knowledge of the purpose of the program and what they could expect to gain from participating as well as an active student solicitation program aiding the placement program to reflect the interests and abilities of the student body.

Recommended steps to accomplish this objective would include:

  - (1) developing brochures which reflect the program purpose, curricula, and goals;
  - (2) developing an application which includes a brief resume of name, class, interests, availability, and jobs held;
  - (3) distributing handout materials to classes and student organizations;
  - (4) consulting with school department heads in order to speak about the program to all classes;

FIGURE III-23

LETTER TO EMPLOYER ABOUT PLACEMENT PROGRAM

EASTWOOD HIGH SCHOOL
District 110
Anytown, Illinois 6____

J. D. BANKER, Superintendent

BARABARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Employer:

To expand our services the Eastwood High School is providing placement services for high school graduates and students wanting part-time work. Several of our graduates have both classroom training and shop or lab experience in agricultural, business and marketing, health, personal and public service, and industrial occupations. We also have students wishing part-time work to gain experience in occupations for which they are training.

Please fill out the survey card enclosed. A member of our citizens advisory committee will contact you later next week to pick it up.

Thank you for your cooperation.

Sincerely,

Joe Richards, Chairman
Citizens Advisory Committee

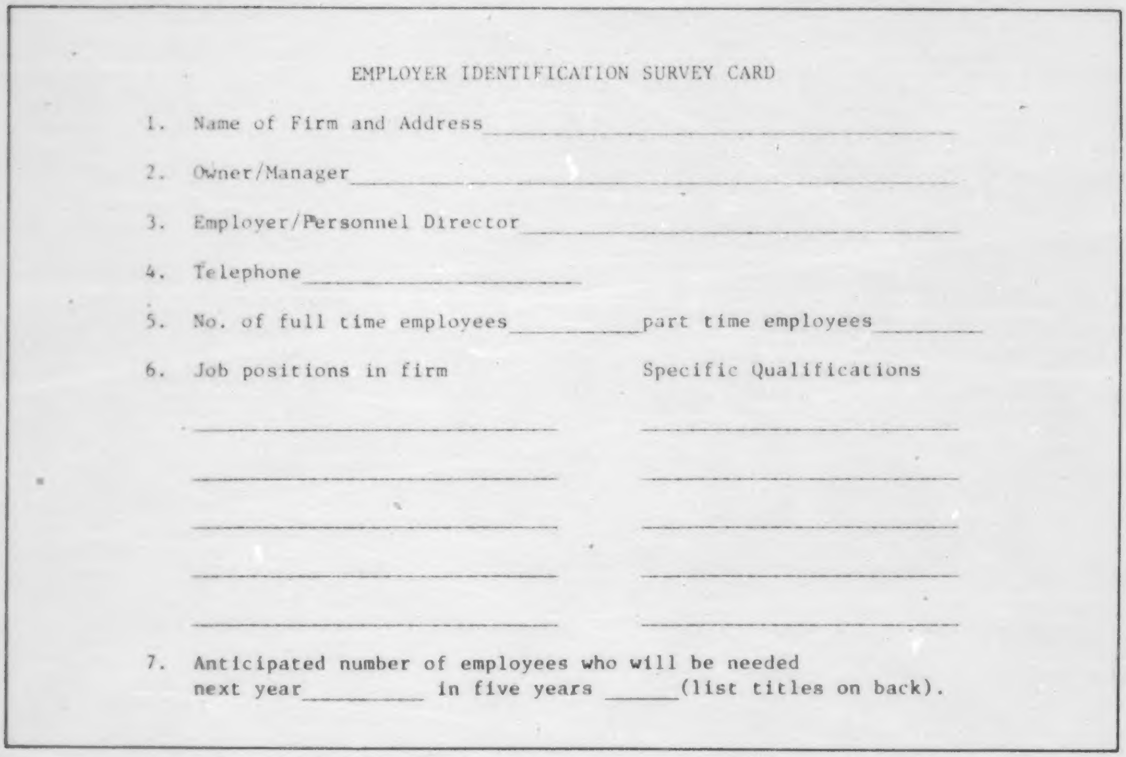
George Stout
Placement Coordinator

JR:cfa

Enclosure

FIGURE III-24

EMPLOYER IDENTIFICATION SURVEY CARD



EMPLOYER IDENTIFICATION SURVEY CARD

1. Name of Firm and Address ______________________________
2. Owner/Manager ______________________________
3. Employer/Personnel Director ______________________________
4. Telephone ____________________
5. No. of full time employees ________ part time employees ________
6. Job positions in firm / Specific Qualifications

Job positions in firm	Specific Qualifications
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

7. Anticipated number of employees who will be needed
next year ________ in five years _____ (list titles on back).

(5) providing a place where students can leave their applications;

(6) recording and filing student number of applications for future reference; and

(7) updating and distributing relevant manpower, occupational and career information to students and school personnel.

Referral System. The referral system is a process which entails giving precise information to those students interested in any job openings. Such information would include time, place of interview, the contact person, and the data. Referrals are made and documented once jobs are identified. Refer to the CAPS manual (Barrow, Frisbie, & Matzelle, 1976) for examples of forms.

Specific steps in meeting this function include:

1. telling interested students relevant job information (i.e., location, name of contact person, time of interview);
2. recording referred student's name on employer record card;
3. giving student job referral card to take to the interview;
4. recording results of referral. Check to find out if student was hired.

Follow-up. The follow-up is important on all referrals. The follow-up should include a student meeting to review the outcome of the interview and a follow-up with the employer to determine whether the referral system was productive. Follow-up provides the placement program personnel with the feedback needed to keep an accurate listing of job openings. Utilizing short-range follow-up, accurate records on student placement will be kept so that there will be feedback on the program's effectiveness.

Recommended steps for completing this activity include:

(1) reviewing job information sheets. Each student referral for a job should be listed;

(2) calling employers within four days to see if the job is to be kept listed;

(3) keeping job listed and referring other students to the employer;

(4) sending employers a letter thanking them for their interest and support.

It may also be helpful to conduct a one- or a five-year follow-up concerning the placement services. Information like that may be solicited in conjunction with the follow-up study for the entire career guidance program. Follow-up techniques are presented in Chapter IV. A more thorough discussion of vocational follow-up may be found in Appendix A26.

Legal and Ethical Issues

In the operation of a placement office, the placement coordinator should be aware of legislation affecting the placement operation. Specifically, two types of legislation need to be considered: employment legislation and laws protecting student privacy.

Employment Legislation

The school placement office has the same legal responsibility as an employment agency, and, therefore, must abide by equal employment guidelines regulating taking of job referrals, making job referrals, and student records. In addition, the coordinator needs to understand any relevant legislation in order to advise students of their rights in such matters as possible discrimination, salary concerns, overtime policies, and termination. (Refer to the section on Youth Employment Laws, pp. III-137 - III-148, for an elaboration of these guidelines.)

Relevant legislation includes the U.S. Civil Rights Act of 1964, Equal Employment Opportunity Act of 1972, Equal Pay Act of 1963, Education Amendments of 1972, and Illinois Fair Employment Act (refer to Anti-Discrimination Laws, pp. III-3 to III-14 for a discussion of these laws). Some very general guidelines for ethical and legal conduct of placement services include: (1) identify and work only with equal opportunity employers; (2) avoid the use of discriminatory job titles (e.g., "Counter-girl," "set-up man"); (3) possibly discriminatory factors such as race and sex may be included on student records for identification and statistical purposes, but cannot be used as a basis for referral; (4) any examination of student files must be based only on such relevant factors as job sought, skills, or experience; and (5) avoid preferential treatment of specific employers or students.

Student Privacy

The Family Educational Right and Privacy Act of 1974 (Buckley Amendment) insures that (1) student records kept by schools will be open to the student or parents, and (2) access of outside parties to such information is controlled by the students or parents. For secondary students under age eighteen, the parents possess rights of review and access. All postsecondary students and secondary students age eighteen and over (eligible students) exercise these rights themselves. The placement office implications of this very complex law can be summarized:

(1) a release signed and dated by the parent or eligible student is required before records can be given to individuals, agencies, or organizations outside the school (also applies to detailed verbal discussion of student information);

(2) such a release must specify (a) records or information to be released, (b) reason, and (c) authorized recipient;

(3) the recipient of recommendations or other student credentials must be advised not to pass these on to third parties;

(4) the parent or eligible student has the right to review and challenge records;

(5) this right of review with regard to confidential references (evaluations) concerning application for employment or admission to educational institutions may be waived (usually to promote free expression by the writer). The use of a waiver requires (a) signed consent of the parent or eligible student, (b) names of those providing recommendations to be furnished upon request, and (c) recommendations to be used only for intended purpose;

(6) accurate records must be kept of those receiving student records or credentials; and

(7) forms provided for teacher recommendations should clearly explain to both writer and student the rules of confidentiality.

Summary

This section has focused on the need and procedure for implementing a school-based placement program. Such a task requires proper staffing, development of jobs, recruitment and referral of students, and follow-up. In addition, legal and ethical guidelines must be followed, and the program must be adapted to suit local needs.

Post Secondary Placement & Finanical Aid

POST-SECONDARY SCHOOL PLACEMENT AND FINANCIAL AID

Post-secondary school placement and financial aid considerations have long been a part of career guidance. Although these functions culminate the guidance staff's efforts with some students, they do not represent the end of the career guidance process; rather, they mark the beginning. As the students implement their tentative career choice in a post-secondary setting, they should be prepared to apply their understanding of the career planning process. It is important, therefore, that career guidance personnel possess the resources which will enable them to provide such placement information. The purpose of this section is to identify steps in the post-secondary school placement and financial aid process.

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Affirmative Action, p. III-9

Assessing Resources, p. II-25

Career Resource Center, Appendix A5

Community Colleges, Appendix A7

Computer Assisted Guidance, p. III-121

Interest Inventories, p. III-113

Military Services Opportunities, Appendix A15

Project Big, Appendix A20

Public Assistance, Appendix A21

Rehabilitation Services, Appendix A22

Sex Equity, Appendix A28

Universities and Colleges with Services for Disabled Students, Appendix A27

Post-Secondary School Placement

The post-secondary school placement program varies little from the job placement process. In both cases, familiarity with the information about institutions or organizations that students plan to attend or in which they plan to begin their career is of utmost importance. Likewise, it is essential that the students are prepared to make the most appropriate choice. Both of these issues are addressed below.

Program Planning

In planning a post-secondary placement program, it is important to assess the materials available in the library, career resource center and/or computerized guidance system. This material should be kept up to date which may easily be done by automatically mailing standardized request letters to admissions offices. It is also helpful to request campus newspapers, recent statistics pertaining to college or vocational-technical school population and placement information, financial aid information, application forms, departmental catalogues, if available, and so forth. A "form letter" is perfectly welcome from admissions offices. It not only demonstrates your interest in that institution, but reflects an interest in students as well. These materials should be available for student use any time of the school day (it may be necessary to design a loan system) and students should be encouraged to use these materials often.

It has become increasingly difficult to establish and maintain a degree of familiarity with post-secondary institutions. Not all campus recruiters have enough time to visit all high schools, making it difficult for students to make contact with schools which may satisfy their career needs. Such a situation may be alleviated by obtaining a copy of the Handbook of Illinois Post-Secondary Institutions (see Chapter II, p. II-73, for the mailing address). Any citizen of the State of Illinois who is 21 years of age or older can attend a post-secondary school that is supported by state funds. A list of Illinois colleges and universities with services and facilities for disabled students may be found in Appendix A27.

Preparing Students

The process of choosing the "right" post-secondary institution may be summarized by the six steps listed below.*

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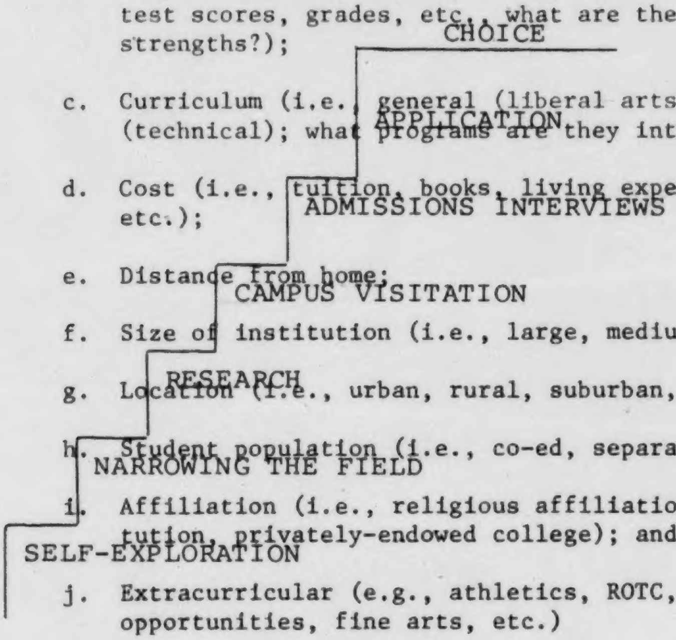
*From Massachusetts Career Guidance Handbook. Developed by Institute of Governmental Services, U. of Massachusetts for the State Department of Education, Division of Occupational Education, April 1979.

1. Self-Exploration

What are students' values, attitudes, interests, capabilities, expectations, and goals? This is the most important part of the career guidance function, and students should have these questions answered before addressing the remaining steps.

STEPS IN THE STUDENT PREPARATION PROCESS



2. Narrowing the Field

Decision-making activities emphasize the importance of this point. Have your students list the "requirements" for their post-secondary school choice:

a. Type of institution (i.e., two- or four year);

b. Competitive level (i.e., if applicants are selected by test scores, grades, etc., what are the student's strengths?);

c. Curriculum (i.e., general (liberal arts) or specialized (technical); what programs are they interested in?);

d. Cost (i.e., tuition, books, living expenses, lab fees, etc.);

e. Distance from home;

f. Size of institution (i.e., large, medium, small, etc.)

g. Location (i.e., urban, rural, suburban, etc.);

h. Student population (i.e., co-ed, separate);

i. Affiliation (i.e., religious affiliation, state institution, privately-endowed college); and

j. Extracurricular (e.g., athletics, ROTC, intramural opportunities, fine arts, etc.)

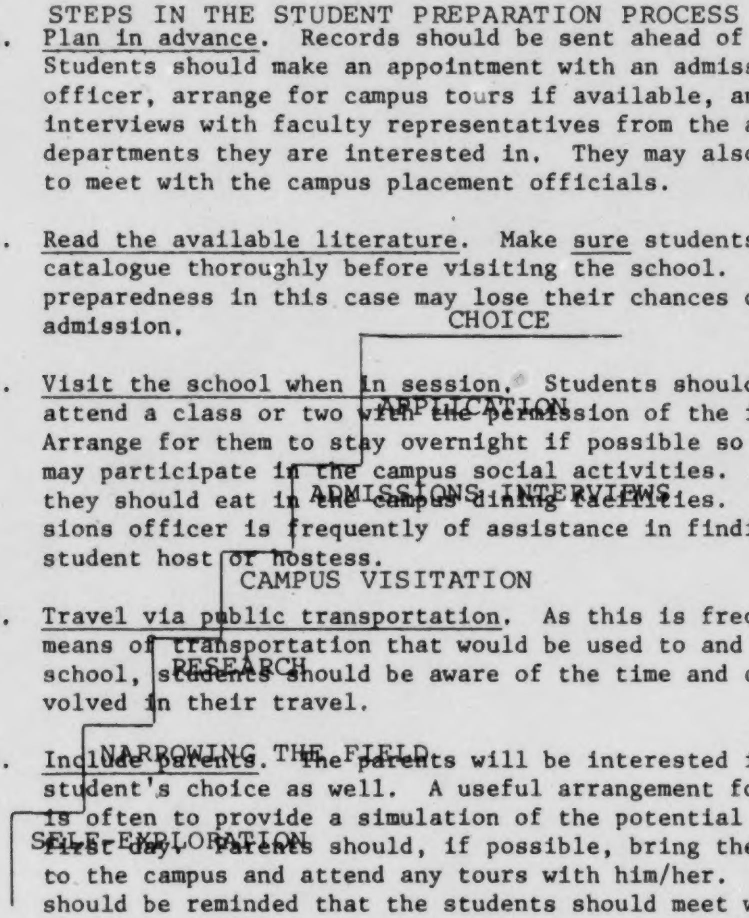
3. Research

Have students check the computer guidance system and/or library materials to find which schools meet their interests. Then have them write for specific information from the schools they are interested in.

Encourage them to talk with the following: counselors, teachers, family, alumni, and friends as well as visiting admissions officers from their chosen schools.

4. Campus Visitation

Encourage your students to visit as many of the schools they have selected as possible. Here are steps for them to follow when planning their campus visits.



a. Plan in advance. Records should be sent ahead of time. Students should make an appointment with an admissions officer, arrange for campus tours if available, and request interviews with faculty representatives from the academic departments they are interested in. They may also wish to meet with the campus placement officials.

b. Read the available literature. Make sure students read the catalogue thoroughly before visiting the school. Lack of preparedness in this case may lose their chances of admission.

c. Visit the school when in session. Students should try to attend a class or two with the permission of the instructor. Arrange for them to stay overnight if possible so that they may participate in the campus social activities. Also, they should eat in the campus dining facilities. An admissions officer is frequently of assistance in finding a student host or hostess.

d. Travel via public transportation. As this is frequently the means of transportation that would be used to and from school, students should be aware of the time and cost involved in their travel.

e. Include parents. The parents will be interested in the student's choice as well. A useful arrangement for families is often to provide a simulation of the potential student's first day. Parents should, if possible, bring the student to the campus and attend any tours with him/her. Parents should be reminded that the students should meet with the admissions officer and department representatives alone, at least for a while.

During the campus visit, students should take note of the following: the atmosphere, libraries, and other research facilities, departments of interest, student life (e.g., dorms, recreation centers, dining facilities, entertainment, health facilities), classes, and extracurricular activities.

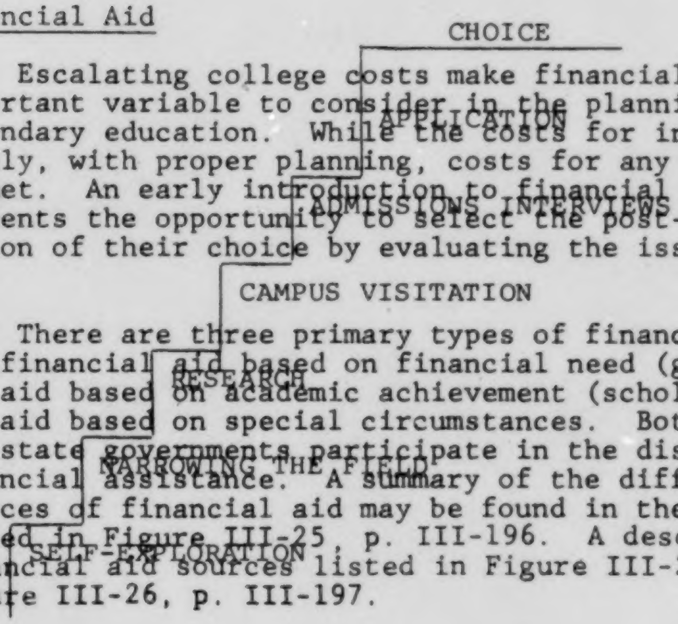
5. Admissions Interviews.

Activities involving simulated admissions interviews are a good preparation for the "real thing." Students should be aware that this form of interviewing varies somewhat from job interviewing. Students will be expected to know their high school's academic offerings and extracurricular opportunities. They will be asked about their own school participation. They should expect to be asked about personal questions as well, in particular those pertaining to their rationale for choosing that specific institution, their goals (immediate and long range), and their interests.

STEPS IN THE STUDENT PREPARATION PROCESS

6. Application Process.

The process and requirements vary from institution to institution. Specific guidelines are available in the school's handbook. If students have additional questions, they should be encouraged to call or write the admissions office at the schools of their choice.



Financial Aid

Escalating college costs make financial assistance an important variable to consider in the planning of a post-secondary education. While the costs for institutions vary widely, with proper planning, costs for any institution can be met. An early introduction to financial aid will afford students the opportunity to select the post-secondary institution of their choice by evaluating the issue of expense.

There are three primary types of financial aid: (1) financial aid based on financial need (grants and loans); (2) aid based on academic achievement (scholarship); and (3) aid based on special circumstances. Both the federal and state governments participate in the distribution of financial assistance. A summary of the different types and sources of financial aid may be found in the matrix presented in Figure III-25, p. III-196. A description of the financial aid sources listed in Figure III-25 is given in Figure III-26, p. III-197.

FIGURE III-25

MATRIX OF FINANCIAL AID SOURCES

Name of Aid	Type of Aid						
	Financial Need					Academic Achievement	Special
	Federal Grant	Federal Loan	Federal Work Study	Illinois Grant	Illinois Loan	Illinois Scholarship	
BEOG	X						
SEOG	X						
LEEP	X	X					
HPSP	X						
DEA	X						
GI Bill	X						
Social Security	X						
NDSL		X					
NSLP		X					
CWSP			X				
ISSC-MAP				X			
IGL					X		
IVS				X			
ASP						X	
MSO							X
DORS							X

FIGURE III-26

DESCRIPTIONS OF FINANCIAL ASSISTANCE SOURCES

1. Financial Need

BEOG (Basic Educational Opportunity Grant)

Non-repayable grants for U.S. citizens and permanent residents. (Request applications from college financial aid office or write to BEOG program, P.O. Box 2264, Washington, D.C. 20013

SEOG (Supplemental Educational Opportunity Grant)

Non-repayable grant for U.S. citizens and permanent residents who are enrolled at eligible institutions and who demonstrate exceptional financial need. Funds must be matched by other financial aid. (Apply at the college.)

LEEP (Law Enforcement Educational Program)

Grants are available to in-service law enforcement officers enrolled full-time in related courses. (Apply at the college.)

HSPS (Health Professions Scholarship Program)

Maximum of $3500 can be awarded for full-time study at eligible professional schools in the health field. (Apply at the professional school.)

DEA (Dependents Educational Assistance)

Monthly stipends up to $220/month may be paid to children of persons killed or disabled as a result of military service.

GI BILL

Monthly stipends are paid to eligible veterans honorably discharged after at least 180 days active service. (Contact financial aids or Veterans services offices at the college.)

SOCIAL SECURITY (Benefits to Students)

Dependent children (up to age 23) who are enrolled full-time in non-profit institutions may qualify. (Contact local Social Security Office on individual basis.)

NSDL (National Direct Student Loan)

Students must demonstrate financial need, be accepted at eligible institutions, and be a U.S. citizen or permanent resident. (Apply at the college.)

NSLP (Nursing Student Loan Program)

Full-time students at professional schools of nursing who demonstrate financial need may be eligible. (Apply at the nursing school.)

CWSP (College Work Study Program)

Students who demonstrate financial need are enrolled at eligible institutions, and are U.S. citizens or permanent residents may be hired for work-study jobs. (Apply at the college.)

ISSC-MAP (Illinois State Scholarship Commission - Monetary Awards Program)

MAP awards may be applied only toward tuition and fees for undergraduate study at eligible Illinois institutions. Applicants must be U.S. citizens or permanent residents, Illinois residents, eligible for at least half-time (6 semester hours) enrollment at specified colleges. (Application forms are available from the Commission, high schools, or colleges.)

IGL (Illinois Guaranteed Loan Program)

Applicants must be U.S. citizens or permanent residents, Illinois residents, or attending Illinois schools, and half-or full-time students at approved schools. Repayment begins 9 months after graduation or cessation of at least half-time study. (Applications are available from Illinois Guaranteed Loan Program, 102 Wilmot Road, Deerfield, IL 60015, or from approved lenders (bank, savings and loan associations, or credit union.)

IVS (Illinois Veterans Scholarship)

Available to all residents of Illinois within six months of separation from service; not related to G.I. Bill. (For more information see Appendix A15.)

2. Academic Achievement

ASP (Academic Scholarship Program)

Renewable award given to 2,000 most outstanding high school students; $1,000 scholarship. (See Appendix for more information.)

3. Special

MSO (Military Services Opportunities)

There are numerous ways to receive financial assistance via the military. Contact the recruiter in each respective branch of the military to identify these options.

DORS (State of Illinois Department of Rehabilitation Services)

Qualifying persons may obtain funds for room, board, tuition, transportation, books, and other expenses; available to disabled persons, children and adults. (See Appendix A22 for more information.)

In addition to these sources, the Illinois State Scholarship Commission also administers other programs which provide:

(1) grants for children of Illinois police officers, fire fighters, and correctional officers killed in the line of duty;

(2) grants for bilingual teachers;

(3) grants for enlisted members with at least one year of service in the Illinois National Guard or the Illinois Naval Militia; and

(4) matching grants to public four-year universities where a scholarship fund has been established with voluntary contributions from students.

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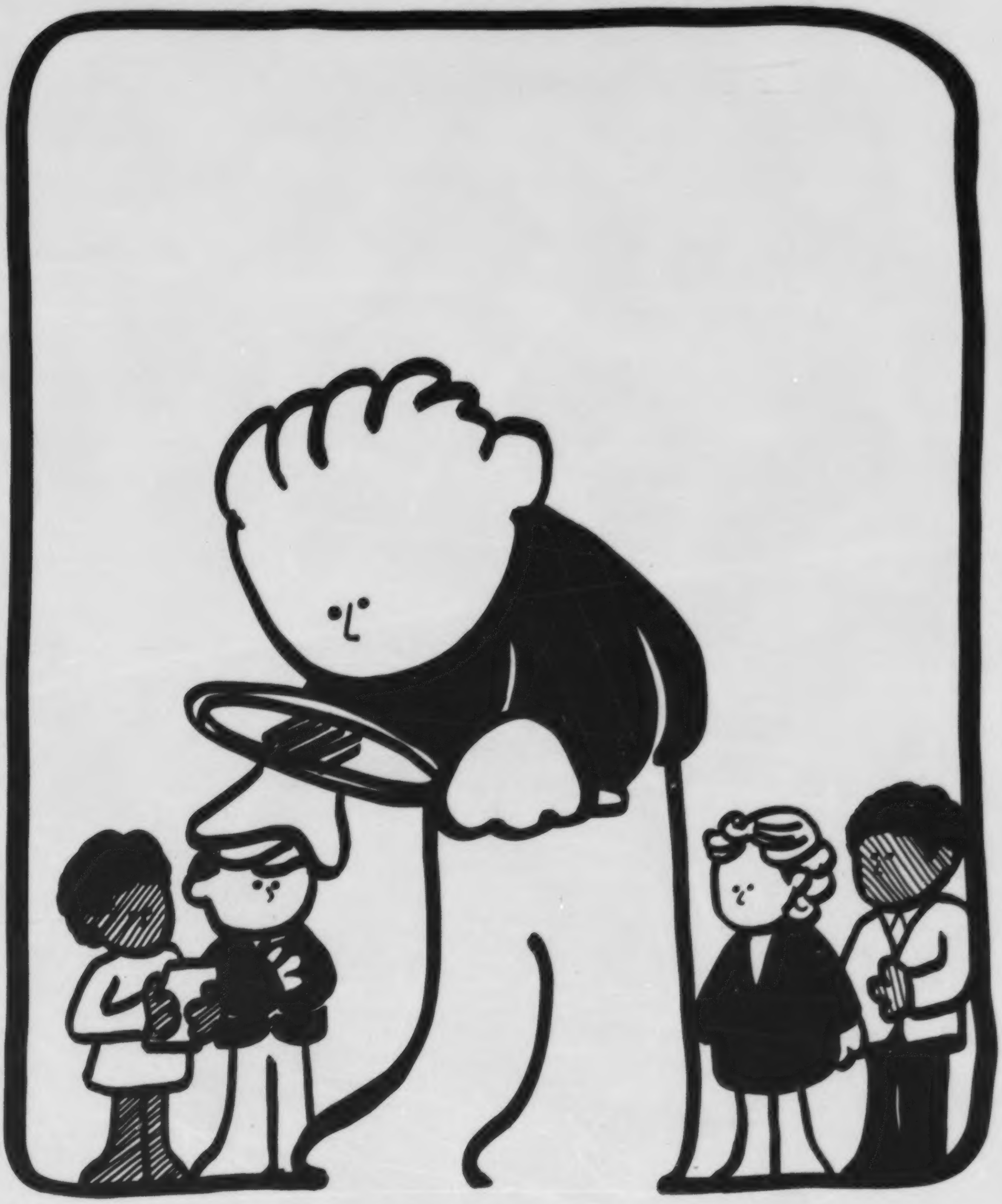
Evaluation



CHAPTER IV

EVALUATING CAREER GUIDANCE PROGRAMS

INTRODUCTION

The evaluation of career guidance programs represents the logical and necessary continuation of the guidance provider's responsibilities in the planning-implementation-evaluation cycle. Just as manufacturers need to determine the effectiveness of the products they distribute to the public, career guidance personnel need to document how successful their programs were in enabling clients to achieve specific objectives. Such information is needed not only to benefit the people who will or do use the programs, but also to provide the counselor with information that can be used to improve existing programs or establish new ones.

Evaluation of career guidance programs may take many forms. It may focus on the results (products) of the program, or it may focus on the activities (process) of the program. Similarly, as mentioned in Chapter II, evaluation procedures may be either formal or informal. In addition, the evaluation may assess the immediate impact of specific interventions, or it may dwell on the long-term effects of a program, a procedure usually referred to as follow-up. (See Chapter II, pp. II-5 through II-7 for a discussion of how to form and use a local evaluation program.) There is no single best way of evaluating career guidance programs. Combinations of all the aforementioned evaluation approaches should be used in a comprehensive evaluation effort. The material in this chapter will cover each evaluation alternative.

ORGANIZATION OF CHAPTER IV

Figure IV-1 presents a system categorizing the types of evaluation strategies just discussed. As indicated four types of evaluation may be identified:

1. Formative - Informal
2. Formative - Formal
3. Summative - Informal
4. Summative - Formal

A description of the distinctive characteristics of the different types of evaluation as well as examples of each will comprise the remainder of this chapter. The examples are

FIGURE IV-1

A SYSTEM FOR CATEGORIZING TYPES OF EVALUATION STRATEGIES

		Degree of Formality	
		Informal	Formal
Focus of Evaluation	Formative (Process)	Formative-Informal Examples 1. Tabulations 2. Satisfaction Rating Scales 3. Incomplete Statements 4. Verbal Anecdotes	Formative-Formal Examples 1. Opinion Surveys 2. Expert Opinion 3. Descriptive Data 4. Case Study
	Summative (Products)	Summative-Informal Examples 1. Expert Opinion 2. Questionnaires 3. Follow-up Surveys	Summative-Formal Examples 1. North Central Accreditation 2. ISBE Accreditation 3. DAVTE Evaluation 4. Experimental Design

meant to stimulate readers to develop their own evaluation instruments. One section of the chapter will be used to describe each type.

Prior to addressing the characteristics of each specific type of evaluation, however, some general comments about evaluation may help the reader to utilize the information that follows.

Evaluation has been defined as the "effort to determine what changes occur as the result of a planned program by comparing actual changes (results) with desired changes (stated goals) and by identifying the degree to which the activity (planned program) is responsible for the changes" (Trantow, 1970, p. 3). Evaluation is the process of describing each portion of your program or activity in terms of how well its objectives have been met. As an inspector would examine a building, an evaluator considers how the activities of your program fit together to attain goals. By examining a program, it is possible to identify sections that need improvement and to initiate action to plan and implement those changes. Evaluation is an ongoing process providing you with the information that defines your program and the impetus to make it more effective. Briefly, the basic purposes of an evaluation are:

1. To provide information for making decisions for your career guidance program's expansion and/or development.

2. To assist administrators, counselors, teachers, students, parents, and community members to develop a shared understanding of your career guidance objectives and activities and their individual responsibilities for the implementation of the total program.

3. To assist administrators, counselors, and teachers to improve their own guidance practices and techniques.

4. To organize information which can be communicated to school and community members concerning the outcomes, activities, needs, and values of the career guidance program: in other words, to form the pieces of your program's "big picture."

Evaluation is concerned with two primary questions: First, is the total program meeting its goals; second, are the individual processes and/or activities designed to accomplish particular goals doing so effectively or more effectively than other possible processes or activities? The first question refers to summative or product evaluation. The second question refers to formative or process evaluation. The following definitions will help clarify these terms.*

> Product or Summative Evaluation - the type of evaluation which measures and interprets attainments at the end of the product cycle and as often as necessary during the project term. It assesses the extent to which ends are being attained with respect to change efforts within the system.
>
> Process or Formative Evaluation - that type of evaluation which provides periodic feedback to persons responsible for implementing plans and procedures. It has three objectives: 1) to detect or predict defects in the procedural design or its implementation stages; 2) to provide information for programmed decisions; and 3) to maintain a record of procedure as it occurs.

Both types of evaluation are important and should be considered in an overall evaluation design. It should be noted, however, that process evaluation is more important in the early stages of program development in order to head off and remedy problems early in the process. As the program becomes less exploratory and more structured, product evaluation increases its importance. Both types are critical to overall evaluation, since the first product evaluation should be supported by the process of evaluation.

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*From Daniel Stufflebeam, et al., Educational Evaluation and Decision-Making (Itasca, IL: Peacock Publishers, 1971), pp. 353-355.

It should also be noted that both formative and summative evaluations may be conducted in either formal or informal settings and may utilize either formal or informal methods for collecting data. For career guidance personnel, the satisfaction expressed by a client after a private meeting may be as meaningful in terms of the evaluation of a total program as the results of a standardized questionnaire administered in a controlled setting would be. One form is not always preferable over the other. The crucial point is that both formal and informal evaluations are needed if an accurate picture of the effectiveness of the program is to be obtained.

Collectively, then, evaluations may be formative or summative, and they may be either formal or informal. Given these parameters, another question relative to conducting an evaluation must be addressed. The question yet to be addressed is: What evidence can be accepted that will demonstrate that the program objectives have been met? There is no single answer to that question. The evidence may reflect what the person knows about various career-related topics or it may reflect the person's attitudes, preferences, and values about career-related issues, or it may identify what career behaviors the person has initiated. A partial list of examples would include:

(1) Ratings of client performance by employers, parents, teachers, or counselors;

(2) Review of goal attainments by a panel of experts;

(3) Follow-up studies;

(4) Attitude scales about self and work;

(5) Observation of client understandings and skill development;

(6) Changes in work related behavior: attendance, punctuality, thoroughness, and so on;

(7) Client opinion about behavior change or improvement; and

(8) Scores on published standardized instruments.

A description of each of the four types of previously identified evaluations follows.

FORMATIVE - INFORMAL

Formative evaluations are utilized to detect or predict defects, to provide information for, and to maintain a record of career guidance programs. The primary source of the information for formative evaluations is the program participants. Thus, formative-informal evaluations solicit information about the operation of the career guidance program from the participants of the program. The information can be gathered either from individuals or from groups.

Formative-informal evaluations are the easiest evaluations to complete; they require little preparation and little time to conduct. Some examples include various kinds of tabulations, satisfaction rating scales, counselor's observations, and other kinds of client self-report data. (Examples appear on the following pages.) Due to ease of completion, many career guidance personnel rely heavily on formative-informal evaluations.

Procedural Considerations

Due to the variety of evaluation forms that are possible in the formative-informal category, only general procedural considerations can be identified. When using evaluations of this kind, career guidance personnel must remember to:

1. associate the evaluation with the long-range goals of the total career guidance program.

Supplementary Resources

You may find additional assistance by looking at the following sections or units of this handbook.

Affirmative Action, p. III-9

Assessing Needs, p. II-3

Career Guidance Centers, Appendix A4

Job Placement Programs, p. III-179

Setting Objectives, p. II-89

FIGURE IV-2

EXAMPLE EVALUATION FORM

Type - Formative-Informal

Title - Tabulation Form-Very Simple

Uses - Individuals, Individuals within Groups, Seen by Career Guidance Person

	Name	Purpose of Visit	Result
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

FIGURE IV-3

EXAMPLE EVALUATION FORM

Type - Formative-Informal

Title - Satisfaction Rating Scale (Counselor as Focus)

Uses - Individuals, Individuals within Groups, at the End of a Meeting, Class, and So on
Evaluation of Career Guidance Personnel

Please circle the number under each statement below that comes closest to your observations of the behaviors indicated (0=statement not true, 10=statement very true). Thank you for your honesty.

Shows comfortable knowledge and understanding of career materials.

0 1 2 3 4 5 6 7 8 9 10

Shows confidence in self and makes others feel at ease and comfortable.

0 1 2 3 4 5 6 7 8 9 10

Is willing to share own feelings and experiences openly.

0 1 2 3 4 5 6 7 8 9 10

Is able to think on his/her feet and respond appropriately when question or challenge arises.

0 1 2 3 4 5 6 7 8 9 10

Involves clients/students in the planning process.

0 1 2 3 4 5 6 7 8 9 10

Has a good sense of humor and uses it appropriately.

0 1 2 3 4 5 6 7 8 9 10

Presents material clearly and makes sure it is understood before going on.

0 1 2 3 4 5 6 7 8 9 10

Additional comments you would like to share with me that will help me grow in any of these areas: (Use back of page if necessary)

FIGURE IV-4

EXAMPLE EVALUATION FORM

Type - Formative-Informal

Title - Incomplete Statements

Uses - Individuals, Individuals within Groups, at the End of a Meeting, Class, and So on

1. One thing that I learned about my career options was . . .
2. This activity helped me to understand that . . .
3. Before I can choose a career I have to . . .
4. The time we spent today was . . .
5.
6.
7.

2. insure that laws governing anti-discrimination, sex bias, and related issues are not violated.
3. insure that the evaluation technique is used with representatives of all clients served by the school or agency.
4. communicate the results of the surveys to others who are invested in the operation of your program (e.g., colleagues, principal, superintendent, board members).

Contextual Considerations

The type of formative-informal evaluation utilized and the resulting data will be determined by the setting of the evaluation and the type of behavior being assessed. Issues to keep in mind include:

1. the goals and objectives of the program
2. the personnel and time available for evaluation
3. available evaluative competencies (either in the career guidance staff or from outside experts).

FORMATIVE - FORMAL

Formative-formal evaluations provide information that is not as immediate as the information gathered with formative-informal evaluations nor as terminal as the information gathered via summative-formal evaluations. Much like a unit test provides a teacher with data about students' progress toward objectives to date, formative-formal evaluations provide career guidance personnel with an important form of intermediate information. The information may be collected at the end of specific career guidance units in classes, at the close of career-related workshops, or at the end of career guidance groups. The data can be gathered either from individuals or from individuals within groups.

Formative-formal evaluations may vary from opinion surveys to satisfaction surveys, from descriptive checklists to consumer feedback reports. Other examples include the opinions of internal experts (teachers and administrators) or external experts (authorities in the field). Examples of some of these forms follow.

Procedural Considerations

When using evaluations of this kind, it is essential to:

FIGURE IV-5

EXAMPLE EVALUATION FORM

Type - Formative-Formal

Title - Participant Feedback Questionnaire

Uses - Individuals within Groups

PARTICIPANT FEEDBACK QUESTIONNAIRE

1. Workshop   2. Class Presentation   3. Group Planning
(Check one of the above)

We would like to ask you for some assistance by giving us some information about your experience. This information is voluntary and will be kept confidential. It will help us find out which of our programs are doing well and which could use some changes. Thank you for your assistance.

SECTION A: Workshop/class/group

Please give us your evaluation by responding to the questions that follow. Indicate your answer to each question by circling the number along each scale that best expresses your feelings.

1. In general, I found the experience to be:
very helpful 1 2 3 4 5 a waste of time

2. I felt that the experience was:
well organized 1 2 3 4 5 poorly organized

3. My suggestion to the __________________ is that this sort of workshop/class/group should be:
definitely continued 1 2 3 4 5 definitely discontinued.

4. The likelihood that I would recommend this type of workshop/class/group to a close friend is:
very high 1 2 3 4 5 very poor

5. I felt the leader/instructor of my workshop/class/group was:
well prepared 1 2 3 4 5 poorly prepared

6. I found the workshop/class/group to be:
warm, friendly 1 2 3 4 5 unfriendly, cold

7. If I had it to do all over again, the likelihood that I would get into this workshop/class/group is:
very high 1 2 3 4 5 very poor

SECTION B: Goals

You probably had certain goals when you began the activity noted above. How successful do you think you were in reaching these goals? Check one of the following:

1. I fully achieved my goals (about 100%).
2. I made good progress on my goals (50% to 75%).
3. I made fair progress on my goals (25% to 50%).
4. I made only slight progress on my goals (less than 25%).
5. There was no change in my attitude or behavior (I felt the same).
6. There was a change for the worse in my attitude or behavior (I felt worse).

SECTION C:

Feel free to write any other comments you may have about your experience with the __________________ on the back side of this sheet.

FIGURE IV-6

EXAMPLE EVALUATION FORM

Type - Formative-Formal

Title - Participant Satisfaction Survey

Uses - Individuals, Individuals within Groups

Rate the amount of assistance you received from your counselor(s) for the following services. If you did not request or want assistance in any of these areas, circle number (6).

	Considerable Help		Some --Help--		No Help at All	Does Not Apply
1. Dispensing information	1	2	3	4	5	6
2. Interpreting tests	1	2	3	4	5	6
3. Helping with personal problems	1	2	3	4	5	6
4. Explaining the decision-making process	1	2	3	4	5	6
5. Clarifying my interests, values, and personality characteristics	1	2	3	4	5	6
6. Communicating a genuine interest in me	1	2	3	4	5	6
7. Other (Specify)____________	1	2	3	4	5	6

FIGURE IV-7

EXAMPLE EVALUATION FORM

Type - Formative-Formal

Title - Expert Opinion - Teacher

Uses - Individuals, Individuals within Groups

PART I

For ease of response, please use rating scale below:

1 To a great extent
2 Somewhat
3 Not at all

1. (a) Do you consider the guidance program in your school to be generally helpful to the Seniors?...................... ____
   (b) To the Juniors?.. ____
   (c) To the Sophomores?..................................... ____
   (d) To the Freshmen?....................................... ____

2. To what extent do you think students receive more help under the guidance program than formerly?......................... ____

3. How essential do you think your part as a teacher is to the success of the guidance program?........................... ____

4. To what extent have your guidance duties and responsibilities been made clear to you?.................................. ____

5. Do you think the guidance program interferes with your teaching? If so, to what extent?.......................... ____

6. Do you think the guidance program interferes with your personal contacts with students? To what extent?............... ____

7. To what extent have you, during this school year, made use of personnel records to learn more about students?.......... ____

8. Have you, within this school year, supplied information about pupils for the cumulative records? To what extent?......... ____

9. Have you consulted this year with the counselor respecting the needs of particular students?.......................... ____

FIGURE IV-7 (continued)

10. Have you, during the year, referred any students to the counselor? ____

11. Do you think the guidance program is limited in its effectiveness by a hampering situation within the school itself? To what extent?____

12. Indicate below the degree to which you think improvement is needed in the following areas:

(a) Teacher participation.. ____
(b) Co-operation of the administration........................... ____
(c) Arrangement of the time schedule............................. ____
(d) Stimulation of student interest.............................. ____
(e) Co-operation of teachers..................................... ____
(f) Better organization of home-room guidance.................... ____
(g) Understanding on part of counselor(s) of teacher problems..... ____

PART II

Please write any additional comments you may care to make on the weak and the strong points in your guidance program. If you were directing such a program, what changes would you make?

1. associate the evaluation with the long-range goals of the total career guidance program.
2. insure that laws governing anti-discrimination, sex bias, and related issues are not violated.
3. insure that the evaluation technique is used with a representative of all clients served by the school or agency.
4. communicate the results of the surveys to others who are invested in the operation of your program (e.g., colleagues, principal, superintendent, board members).

Contextual Considerations

As with formative-informal evaluations, the contextual issues to consider include:

1. the goals and objectives of the program
2. the personnel and time available for evaluation
3. available evaluative competencies (either in the career guidance staff or from outside experts).

SUMMATIVE - INFORMAL

Summative-informal evaluations provide a different form of information that is intermediate in nature. The two most popular forms of summative-informal evaluations are questionnaires and follow-up studies. Although examples of each will be provided, the discussion that follows concentrates on the follow-up study. Throughout that discussion, it is assumed that a questionnaire is one form of a follow-up study.

Follow-up

Follow-up information provides valuable feedback for program modification and evaluation of "effectiveness" (see Appendix A26 for a complete discussion of this topic). However, there are several limitations to follow-up studies:

(1) they are time consuming and expensive;

(2) follow-up instruments are often inadequate; and

(3) findings are difficult to interpret because of interfering factors.

Despite these limitations, the benefits of follow-up to the local agency include:

(1) greater accuracy and scope of evaluation information;

(2) increased ability to compete for limited resources and to support recommendations to implement, modify, or curtail programs;

(3) greater adaptability to meet current and future needs of students in a rapidly changing world;

(4) improved feedback to teaching and guidance staff about how well they are performing their job;

(5) better knowledge about the general labor market, how it functions and about specific jobs within the labor market;

(6) increased success by our students in terms of improved work attitudes, habits, and skills;

(7) increased awareness of and support for our programs by the general public and students; and

(8) positive relations and possible resource support from employers.

Models for Follow-Up Studies

Two types of studies are generally used for follow-up: the mail survey and the telephone survey. While one could visit individuals, job sites, assess recent changes in employment data, and rely on alumni communication, these two methods appear to be the simplest, least time-consuming and cumbersome, and generally the most satisfying approaches to attaining follow-up information. A follow-up survey must address the services of your particular program.

Also remember that timing is critical. Responses are difficult to get at certain times of the year, and it is best to do your research during the "less active" months in the early spring. The frequency of your follow-up studies and the nature of information sought are important to consider. McCracken (1971) has identified five optional times to conduct follow-up studies. Those five times and the information to be collected each of the times may be found in Figure IV-8, p. IV-17. Following are discussions of the mail and telephone survey, the two most commonly used follow-up approaches.

FIGURE IV-8

CHECKLIST OF FOLLOW-UP INFORMATION

Item	Pre-Graduation	One-Year	Three-Year	Five-Year	Ten-Year
1. Name	X	X	X	X	X
2. Permanent mailing address	X	X	X	X	X
3. Social security number	X	X	X	X	X
4. Courses taken (areas of specialization)	X	X	X	X	X
5. Plans for more formal education	X	X	X	X	X
6. Future employment plans	X	X	X	X	
7. Since you left this school, have you sought full-time employment?		X	X		
8. If you did not seek full-time employment when you left this school, indicate the reason.		X	X	X	
9. Did you seek part-time employment when you left this school?		X	X		
10. If you sought part-time employment, instead of full-time employment, indicate the reason.		X	X		
11. How many full-time jobs have you held since you left this school?		X	X	X	X
12. What is your job? (job description)		X	X	X	X
13. Does your job relate closely to the training you received?		X	X	X	X
14. Did your school training adequately prepare you for your first job?		X			

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971 - adaptation.

FIGURE IV-8 (continued)

Item	Pre-Graduation	One-Year	Three-Year	Five-Year	Ten-Year
15. What was your beginning hourly wage on your first full-time job after leaving this school?		X			
16. How did you get your first full-time job?		X			
17. After you got your first job, have you ever again used any of the job placement services provided by the school?		X	X	X	X
18. What is the most you have earned on a full-time job?		X	X	X	X
19. What is the location of your present job or most recent job?		X	X	X	X
20. What is your current employment status?		X	X	X	X
21. Were you satisfied with the training you received in this school?		X	X		
22. Since you left this school, have you enrolled in any additional education programs?		X	X	X	X
23. Are you now enrolled in an education program?		X	X	X	X
24. Are you interested in getting more training?		X	X	X	X
25. What kind of training are you interested in receiving?		X	X	X	X
26. What are some problems you faced in the transition from school to work or more education?		X	X	X	X
27. Are you satisfied with your work role?		X	X	X	X
28. What courses and/or teachers were most helpful?		X	X		

Mail Survey

There are good reasons why the mail survey is the more common form of survey done today: (1) The respondent's confidentiality is maintained; (2) the written format provides room for graphs, multiple choice, rank ordering, and any number of different schemes for attaining data; and (3) the respondent is more likely to respond to a survey when he/she may take it at his/her own convenience.

The mail survey, however, does have its limitations. One of the greatest problems of a mail survey is getting returns. This kind of survey activity requires a good deal of patience in waiting for the response. Then, upon reaching the return deadline date, you may find that you end up with a very small percentage of the population responding. Often those who answer a questionnaire are the individuals on the extreme ends of the attitude, i.e., individuals who are likely to be greatly pleased or highly dissatisfied. A follow-up letter may minimize the likelihood of such a situation by drawing in a wider range of responses.

Data Collection Procedure

Send a card or letter to the former student prior to mailing the follow-up instrument. The purpose of this card or letter is to alert the graduate that he will soon be receiving an important instrument which he is urged to complete and return as soon as possible. The following mailing pattern is suggested at one-week intervals:

First Mailing - mail the follow-up instrument, the cover letter, and the return envelope; stamped and addressed.

Second Mailing - mail the first thank-you reminder card.

Third Mailing - mail the second follow-up instrument, the second cover letter, and the return envelope; stamped and addressed.

Fourth Mailing - mail the second thank-you reminder card.

The cover letter should be brief, but indicate the purpose of the study, the uses to be made of the findings, the importance of hearing from everyone in the class, a suggested date for returning the form, and assurance of the confidentiality of the information to be provided. If at all possible, the cover letter should be signed by a person whom the former student will recognize and trust.

Follow-up instruments should be mailed so that the former student receives it during the early part of the week. When using a multiple mailing approach, use a different strategy on subsequent contacts.

Letterheads and return addresses with which the former students can easily identify should be used. The physical appearance of the materials should be of professional layout and designed to arouse interest.

Instruments of comparable construction and content should be used each year. Collection of similar data from year to year allows comparisons to be made between years and between classes. However, the design of the instrument, its contents, and any comparisons made must take into consideration changes in the program objectives.

Telephone Survey

The telephone survey provides a high percentage of response. Although the results are collected easily, informally, and in a short period of time, this method requires more time and energy from the survey team. Also, due to its style, it limits the kinds and number of questions which may be asked. If you plan to do a telephone survey, you should remember to keep the questions short and simple and the survey instrument small enough to be completed in no more than three minutes. You should also remember to leave yourself a few minutes after giving the survey for an informal discussion of the activity and to provide the opportunity for the respondents to gather any information they may want about the school and your career guidance resources.

Procedural Considerations

The Vocational Education Act of 1976 (P.L. 94-482, Title IV) has mandated the collection of follow-up information for programs that "purport to impart entry-level job skills." This law will have a profound impact on the practices of follow-up studies. Some procedures to increase the rate of return that would allow career guidance providers to be in compliance with this law include:*

1. Prepare students prior to graduation, concerning the purpose of following up graduates and the kinds of information they will be expected to provide.

---

*Adapted from J. David McCracken, Targeted Communications for Instituting Vocational Placement and Follow-up, Interim Report (Columbus, Ohio: Ohio State University, 1971).

2. Use short and uncomplicated instruments, asking only necessary and relevant questions.

3. Provide prepared return mail.

4. Avoid personal information as much as possible.

5. Place difficult questions last.

6. Offer to mail out the address list and a few words about classmates to all who respond.

7. Send a newspaper clipping about the study along with the questionnaire.

8. Use colored or unusual types of instruments to attract their attention.

9. Use a personalized cover letter signed by a former teacher or counselor.

The school should strive for at least a 60 to 75 percent return on questionnaires. Achievement of this rate of return generally requires a series of follow-up contacts after the initial instrument has been sent. To further validate the data, a sample of 5 to 10 percent of the nonrespondents should be contacted by telephone or in person to determine if they differ from the respondents.

Contextual Considerations

A follow-up study is not considered in a vacuum. Many factors combine to influence the development of the follow-up instrument, the receipt of completed forms, the tabulation of results, and the reporting of results. It will be important for you to consider these influences during the follow-up procedures. Some of the factors that deserve particular attention include:

- size of group to be studied,
- results of previous follow-up studies (e.g., return rate, reliability of information, etc.),
- availability of time, money, personnel, and their necessary resources,
- experience and expertise of staff, and
- the kind of information that is needed.

FIGURE IV-9

EXAMPLE EVALUATION FORM

Type - Summative-Informal

Title - Pre-Graduation Folow-up Questionnaire

Use - Individuals

PRE-GRADUATION FOLLOW-UP QUESTIONNAIRE

As a graduating senior you can help evaluate the job the high school has done in preparing you for the world of work or continuing education.

This is a questionnaire which is very important. In future years, we will want to maintain a contact with you through follow-up studies, so please be accurate in writing the information requested.

Try to give your honest opinion on all the questions. You will not be reprimanded for sincere criticism. This is a chance for you to help improve your high school.

1. NAME ______________________ DATE ______________
2. SOCIAL SECURITY NUMBER ______________________
3. PARENTS' NAMES ______________________ PHONE ______________
4. PARENTS' ADDRESS ______________________
5. GRANDPARENTS' NAMES ______________ ADDRESS ______________
6. SEX ______________ DATE OF BIRTH ______________
7. Do you plan to continue your formal education this summer or next fall?

   _____yes _____full-time
   _____no _____part-time

   If answered yes, Name of School ______________________
   Type of School ______________________
   Area of Specialization ______________________
8. Have you accepted employment for this summer or next fall?

   _____yes _____full-time
   _____no _____part-time

   If answered yes, Name of Firm ______________________
   Address of Firm ______________________
   Title of Position ______________________

   If answered no, do you plan to seek employment for this summer or next fall?

   _____yes _____full-time
   _____no _____part-time

   If answered yes, type of position desired ______________________
9. What was your area of specialization in high school? ______________________
10. Which high school courses or experiences have been most valuable to you?
    ____
11. What suggestions do you have for improving our school? ______________________
    ____

Source: Chillicothe High School - adaptation

FIGURE IV-10

EXAMPLE EVALUATION FORM

Type - Summative-Informal

Title - Career Guidance Follow-up

Use - Individuals

Career Guidance Follow-Up

I. ABOUT YOU:

Present Age - ( ) Years

Sex - ☐ Female ☐ Male

Marital Status - ☐ Married ☐ Unmarried

II. ABOUT YOUR HIGH SCHOOL EDUCATION:

Year you left High School 19__

Status: ☐ Graduated ☐ Left before Graduation ☐ Earned diploma after leaving

Type of High School Program -
- ☐ College Preparatory
- ☐ General Studies
- ☐ Vocational Studies

Area of Vocational Study -
- ☐ Agriculture
- ☐ Business/Office
- ☐ Distributive Ed.
- ☐ Health
- ☐ Industrial Arts
- ☐ Occupational Home Economics
- ☐ Trades & Industry
- ☐ None
- ☐ Other ____________ specify

Did you have a job while in high school - ☐ No ☐ Yes

Were you in a Co-op Program - ☐ No ☐ Yes

III. AFTER HIGH SCHOOL:

Did you attend school after High School - ☐ No ☐ Yes

Type of Schooling -
- ☐ Full time College
- ☐ Part time College
- ☐ On the job Training
- ☐ Military School
- ☐ Adult or apprentice
- ☐ Home Study courses

Did you complete this schooling ☐ Yes ☐ No

IV. ABOUT YOUR FIRST FULL TIME JOB:

How long after High School did you start -
- ☐ Immediately
- ☐ 1-3 Months
- ☐ 4-6 Months
- ☐ 7-9 Months
- ☐ 10-12 months
- ☐ 1-2 Years
- ☐ Still not working
- ☐ Married and never employed
- ☐ Other ____________ specify

How did you find the job -
- ☐ Stayed on job I had in school
- ☐ High School teacher or Guidance Office
- ☐ School Co-op or Placement Office
- ☐ Employment Office
- ☐ Started my own business
- ☐ Thru friends
- ☐ Thru parents
- ☐ Newspaper ads
- ☐ On my own
- ☐ Other ____________ specify

FIGURE IV-10 (continued)

First Full Time Job (Cont.)

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL this job -

was located -

☐ In same town ☐ Out of state
☐ Out of town in state ☐ Out of country

required a relocation of -

☐ None ☐ 51-100 miles
☐ 1-50 miles ☐ 101-200 miles ☐ Over 200 miles

Relation of the job to your High School Education -

☐ Closely related ☐ Slightly related
☐ Fairly related ☐ Not related

How well did High School prepare you for your first job -

☐ Excellent preparation ☐ Fair preparation
☐ Good preparation ☐ Poor preparation

Job Satisfaction -

☐ Very Satisfying
☐ Satisfying
☐ Not Satisfying

Pay Scale -

☐ Under $50/wk
☐ $51-100/wk
☐ $101-150/wk
☐ Over $150/wk

Reason for leaving first job -

☐ Still on the job ☐ More challenge
☐ Laid off ☐ Entered military
☐ Promoted ☐ Entered school
☐ More money ☐ Marriage or pregnancy
☐ Other ______________ specify

V. ABOUT YOUR PRESENT FULL TIME JOB:

What is your current status -

☐ Employed ☐ Unemployed Looking ☐ Unemployed Not looking ☐ Self Employed ☐ Other ______________ specify

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL this job -

is located -

☐ In same town ☐ Out of state
☐ Out of town in state ☐ Out of country

required a relocation of -

☐ None ☐ 51-100 miles
☐ 101-200 miles ☐ Over 200 miles
☐ 1-50 miles

Relation of the job to your High School education -

☐ Closely related ☐ Slightly related
☐ Fairly related ☐ Not related

How well did High School prepare you for this job -

☐ Excellent preparation ☐ Fair preparation
☐ Good preparation ☐ Poor preparation

FIGURE IV-10 (continued)

Present Full Time Job (Cont.)

Job Satisfaction - ☐ Very Satisfying ☐ Satisfying ☐ Not Satisfying	Pay Scale - ☐ Under $50/wk ☐ $51-100/wk ☐ $101-150/wk ☐ Over $150/wk	Do you think you will leave this job within 1 year from now - ☐ No ☐ Yes ☐ Undecided

VI. FULL TIME EMPLOYMENT HISTORY:

How many full time jobs have you had since High School - ( )

How many of these jobs were related to your High School education - ( )

List all full time jobs since High School -

(If you have had more than six (6) jobs, list the first three and the last three)

- List First Job First and Proceed to the Current or Last Job -

Approximate Number of Months on Job	Job Title

VII. GUIDANCE PROGRAM QUESTIONS:

A. In which ways did you use the Guidance Department? (Check all appropriate answers)

☐ Personal Counseling
☐ Testing
☐ Job Placement
☐ Career Information
☐ Work experience programs
☐ Academic advising
☐ Financial aid information
☐ College application procedures
☐ Military information
☐ Other ______________________

(continued on next page)

FIGURE IV-10 (continued)

Which service was most useful? ________________________________

Which service was least helpful? ________________________________

Who has influenced you most in your post high school plans?

☐ Parents
☐ Teachers
☐ Counselors
☐ Friends
☐ Religious contacts
☐ Other ________________________

B. What type of encouragement for post high school education have you received?

☐ Encouraged for college only
☐ Encouraged for college or technical or trade school
☐ No encouragement noticed

C. Who was the most helpful to you in making your present career decisions? Indicate the order of importance by numbering 1, 2, etc.

☐ Teacher
☐ Counselor
☐ Parent
☐ Friend
☐ Yourself
☐ Religious contacts
☐ Job contacts
☐ No one

D. Who was the most helpful in exposing you to the ideas of work and different occupations? Indicate the order of importance by numbering 1, 2, etc.

☐ Teacher
☐ Counselor
☐ Parent
☐ Friend
☐ Yourself
☐ Religious contacts
☐ Job contacts
☐ No one

Thank you for your time and cooperation in this Survey.

FIGURE IV-11

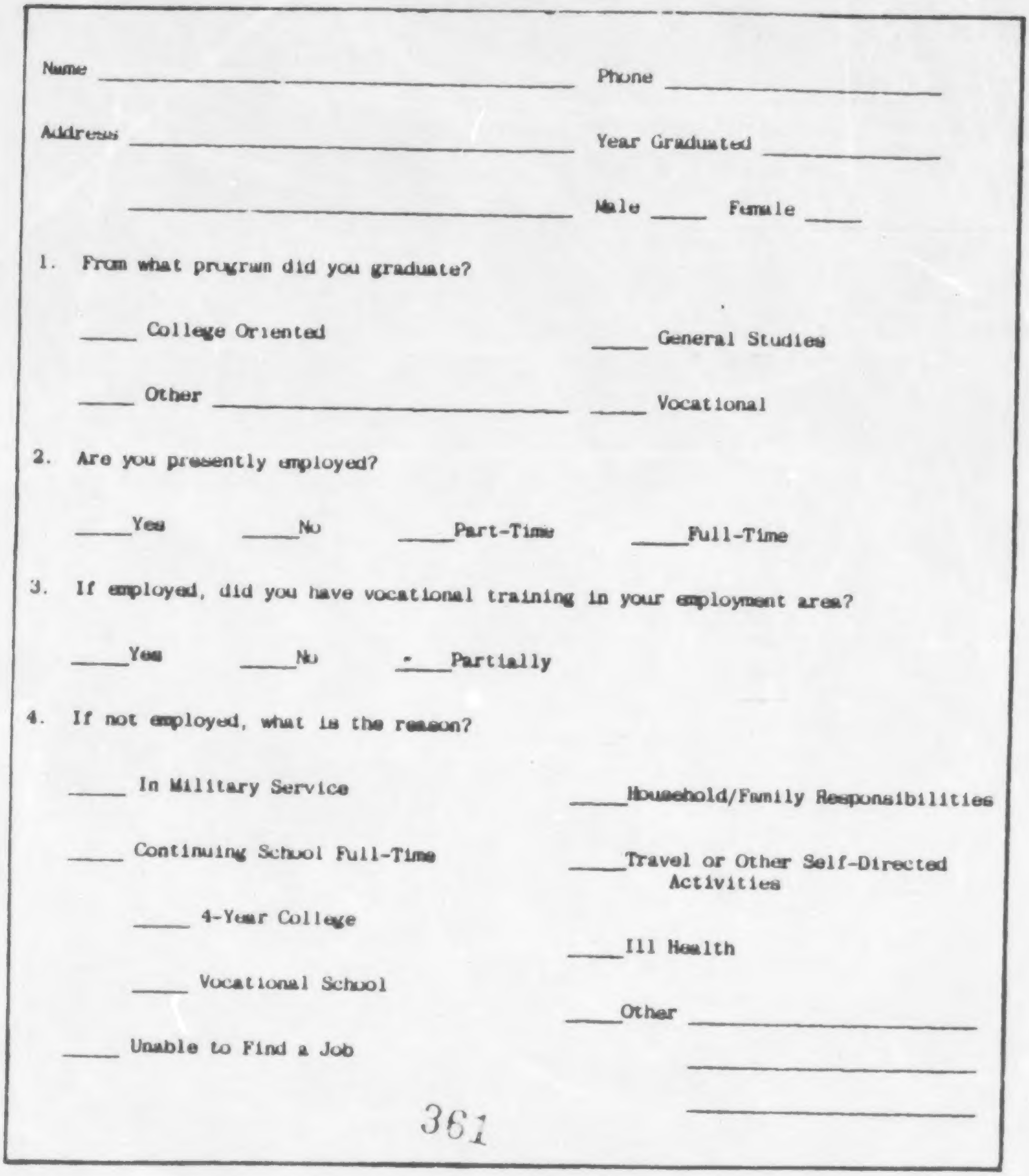
EXAMPLE EVALUATION FORM

Type - Summative-Informal

Title - Telephone Survey Questionnaire

Uses - Individuals

Sample Questionnaire - ABC High School
Telephone Survey of Graduates



Name ______________________ Phone ______________

Address ______________________ Year Graduated __________

______________________ Male ____ Female ____

1. From what program did you graduate?

_____ College Oriented _____ General Studies

_____ Other ______________ _____ Vocational

2. Are you presently employed?

_____Yes _____No _____Part-Time _____Full-Time

3. If employed, did you have vocational training in your employment area?

_____Yes _____No _____Partially

4. If not employed, what is the reason?

_____ In Military Service

_____ Continuing School Full-Time

  _____ 4-Year College

  _____ Vocational School

_____ Unable to Find a Job

_____Household/Family Responsibilities

_____Travel or Other Self-Directed Activities

_____Ill Health

_____Other ______________

____

____

FIGURE IV-11 (continued)

5. In which ways did you use the Guidance Department? (Check all appropriate answers)

____Personal Counseling

____Interest Testing

____Job Placement

____Career Information

____Other ____________________

____Academic Advising

____Financial Aid

____College Application Procedures

____Military Information

6. Which service was most helpful? ______________________________

7. Which service was least helpful? ______________________________

8. What additional services would you like to see the guidance program offer?

____

____

____

* *

Date Contacted ____________________

Interviewed ____________________

FIGURE IV-12

EXAMPLE EVALUATION FORM

Type - Summative-Informal

Title - Sample Cover Letter

Uses - With all follow-up surveys

Sample Cover Letter for Mail Survey

(Offical Letterhead)

Date

Dear Graduate:

ABC High School is constantly seeking ways to strengthen its career guidance. One very good way to do this is to find out how the graduates of the school feel about their education and how successful the guidance program was in helping them select their post high school experience.

This is why we are writing to you and your fellow graduates of the Class of 19__. We are asking for your help in making the career guidance program at ABC even better. Won't you take a few minutes to complete the enclosed form and return it in the envelope provided? We hope to have all forms returned by ____________________.

Please be assured that all replies will be held strictly confidential, and no information will show where it came from, other than to say "from the class of ____." We are grateful to you for your help and look forward to hearing from you at your earliest convenience. If you have any questions, call Mr. Smith at the high school, 345-6789.

Sincerely,

ABC High School

George Baker, Coordinator
Career Guidance Director

SUMMATIVE - FORMAL

Summative-formal evaluations provide career guidance personnel with information that describes the extent to which the terminal objectives of the program are being satisfied. Moreover, this type of evaluation strategy utilizes formalized procedures and methods to make such determinations.

There is no single best way to conduct a summative-formal evaluation. As many as eight different techniques (House, 1978) have been identified for completing such an evaluation. Each technique asks different questions, employs different methods, makes different assumptions, and is directed toward different outcomes. A comparison of those eight techniques may be found in Figure IV-13, p. IV-31. The task that confronts career guidance personnel is one of determining which formal evaluation model is most appropriate for a specific task.

The selection of an appropriate evaluation model may be accomplished by following a logical sequence of steps.* They are:

Step 1: Form an Evaluation Committee.

Members of this committee should represent administrators, teachers, students, community representatives, parents, and, of course, counselors.

Step 2: Decide Your Purposes: Your Objectives.

Those who are involved with the program, the students, teachers, counselors, administrators, parents, and community members, are the most important to consider, and their needs should be met. You should place a strong emphasis on which objectives are the most important to achieve.

Step 3: Decide How the Results Are To Be Reported.

The type of report you wish to make will determine the best way of collecting information about the extent to which your program achieved its objectives. Each separate group of respondents may be identified by a code number on the answer sheet. This provides you with an opportunity to ask several questions of your sample and have them summarized at no additional cost.

Step 4: Set a Time Schedule and Assign Responsibilities to Your Team for Carrying Out the Activities.

It is important to do this early in the process in order to ensure that your activities will be completed on schedule.

---

*Adapted from Massachusetts Career Guidance Handbook (Boston: Massachusetts Board of Education).

FIGURE IV-13

A Taxonomy of Major Evaluation Models *

Model	Major Audiences	Outcome	Consensual Assumption (s)	Methodology	Typical Questions
Systems Analysis	Economists, Managers	Program Efficiency	Goals, known cause & effects, quantified variables	PPBS Cost Benefit Analysis	Are the expected effects achieved? What are the most efficient programs?
Behavioral Objectives	Managers, Psychologists	Productivity, Accountability	Prespecified objectives, quantified variables	Behavioral objectives, achievement tests	Are the students achieving the objectives? Is the teacher producing?
Decision Making	Administrators	Effectiveness, quality control	General goals, evaluation criteria	Surveys, questionnaires, interviews, natural variation	Is the program effective? What parts are effective?
Goal Free	Consumers	Consumer choices, social utility	Consequences, evaluation criteria	Bias control, logical analysis	What are *all* of the effects of the program?
Art Criticism	Connoisseurs, Consumers	Improved Standards	Critics, standards of criticism	Critical review	Would a critic approve this program?
Accreditation	Professional peers, public	Professional acceptance	Panel of peers, procedure & criteria for evaluation	Review by panel, self-study	How would professionals rate this program?
Adversary	Jury, public	Resolution	Procedures, judges	Quasi-legal procedures	What are the arguments for and against the program?
Transaction	Client practitioners	Understanding	Negotiations activities	Case studies, interviews, observations	What does the program look like to different people?

---

*Adapted from House, E. R. "Assumptions Underlying Evaluation Models." *Educational Researcher*, 1978, *7*(8), 4-12.

Step 5: Design Your Instrument.

Figures IV-14, p. IV-33, IV-15, p. IV-37, and IV-16, p. IV-42, are samples of instruments which may be used by schools in the State. They may be helpful to you when designing your own. Modification of these instruments can be used for groups other than students, such as teachers, administrators, parents, or community. Remember, the instrument you use should respond to the level of interest and the attention span of your survey population. Often fewer questions more effectively achieve the same goal.

Step 6: Administer the Instrument.

(See Chapter II, pp. II-5 to II-8, Guidelines for Conducting a Formal Needs Assessment Survey.)

Step 7: Tabulate and Report Your Results.

The sooner the data is tabulated after the administration of your instrument, the more acceptance the evaluation will receive. Efficiently conducted and rapidly reported evaluations encourage support and cooperation from others, as well as provide a great boost to morale. You may also wish to provide another news release, announcing the completion of your study--if not your results.

Step 8: Set Your New Objectives.

The process has now gone full cycle. To this degree an evaluation is like another needs assessment in that it highlights new problems or issues or those old ones not yet met. Through a continual feedback mechanism of evaluation, a career guidance program can remain responsive to its clients.

The most commonly used forms of summative-formal evaluations are the decision-making and accreditation models. The primary reasons for the popularity of these models are that (1) each school must undergo some type of periodic accreditation evaluation (e.g., North Central Association, Illinois State Board of Education, or the Department of Adult, Vocational and Technical Education) and (2) they are the easiest evaluation models to implement. Career guidance personnel need not, however, limit themselves to these evaluation forms.

Procedural Considerations

Due to the variety of evaluation forms that are possible in the summative-formal category, only general procedural considerations can be identified. When using evaluations of this kind, career guidance personnel must remember to:

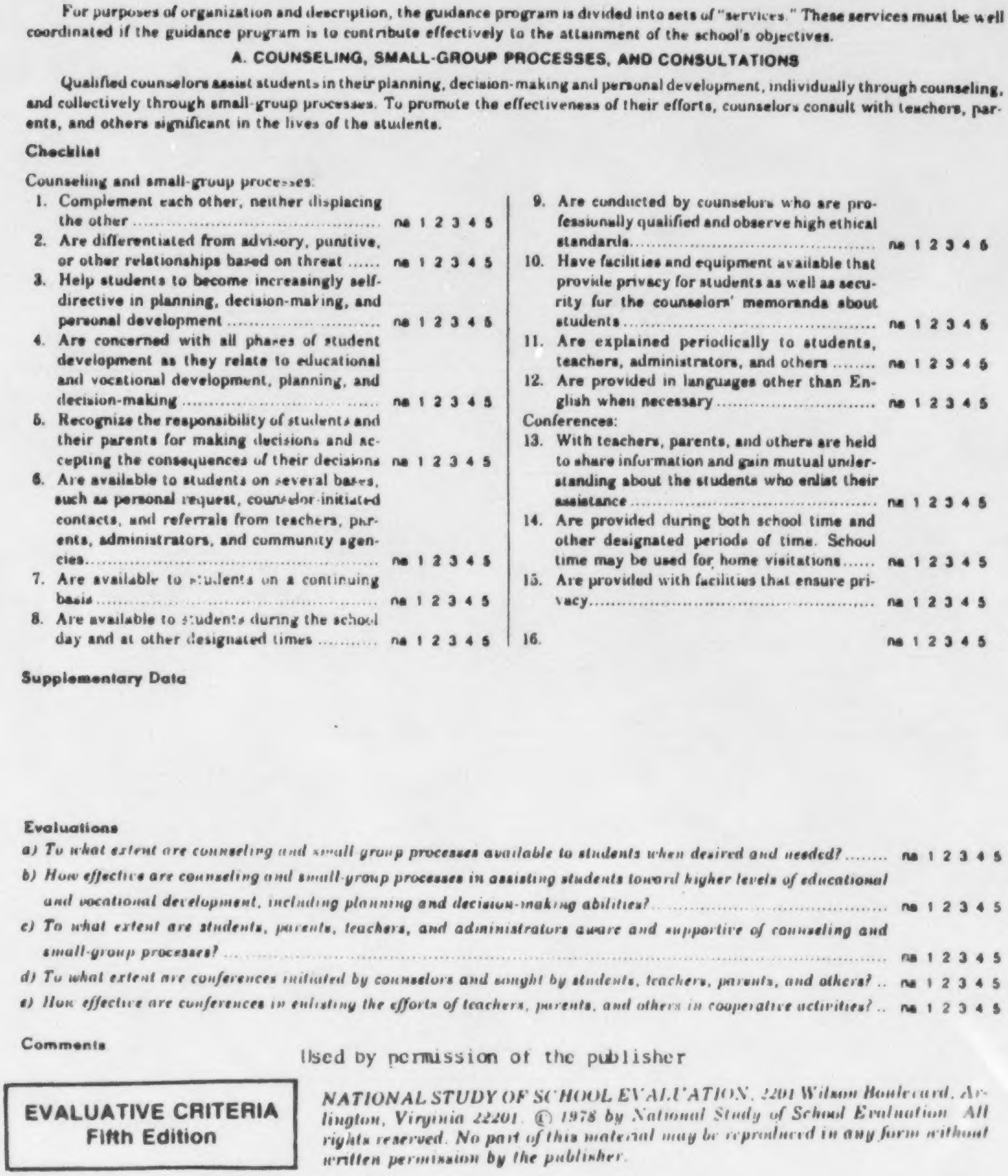
FIGURE IV-14

EXAMPLE EVALUATION FORM

Type - Summative-Formal

Title - Formal Evaluation of Guidance Services

Uses - Individuals and Individuals Within Groups



For purposes of organization and description, the guidance program is divided into sets of "services." These services must be well coordinated if the guidance program is to contribute effectively to the attainment of the school's objectives.

A. COUNSELING, SMALL-GROUP PROCESSES, AND CONSULTATIONS

Qualified counselors assist students in their planning, decision-making and personal development, individually through counseling, and collectively through small-group processes. To promote the effectiveness of their efforts, counselors consult with teachers, parents, and others significant in the lives of the students.

Checklist

Counseling and small-group processes:

1. Complement each other, neither displacing the other ...... na 1 2 3 4 5
2. Are differentiated from advisory, punitive, or other relationships based on threat ...... na 1 2 3 4 5
3. Help students to become increasingly self-directive in planning, decision-making, and personal development ...... na 1 2 3 4 5
4. Are concerned with all phases of student development as they relate to educational and vocational development, planning, and decision-making ...... na 1 2 3 4 5
5. Recognize the responsibility of students and their parents for making decisions and accepting the consequences of their decisions na 1 2 3 4 5
6. Are available to students on several bases, such as personal request, counselor-initiated contacts, and referrals from teachers, parents, administrators, and community agencies...... na 1 2 3 4 5
7. Are available to students on a continuing basis ...... na 1 2 3 4 5
8. Are available to students during the school day and at other designated times ...... na 1 2 3 4 5
9. Are conducted by counselors who are professionally qualified and observe high ethical standards...... na 1 2 3 4 5
10. Have facilities and equipment available that provide privacy for students as well as security for the counselors' memoranda about students ...... na 1 2 3 4 5
11. Are explained periodically to students, teachers, administrators, and others ...... na 1 2 3 4 5
12. Are provided in languages other than English when necessary ...... na 1 2 3 4 5

Conferences:

13. With teachers, parents, and others are held to share information and gain mutual understanding about the students who enlist their assistance ...... na 1 2 3 4 5
14. Are provided during both school time and other designated periods of time. School time may be used for home visitations...... na 1 2 3 4 5
15. Are provided with facilities that ensure privacy...... na 1 2 3 4 5
16. na 1 2 3 4 5

Supplementary Data

Evaluations

a) To what extent are counseling and small group processes available to students when desired and needed? ...... na 1 2 3 4 5

b) How effective are counseling and small-group processes in assisting students toward higher levels of educational and vocational development, including planning and decision-making abilities? ...... na 1 2 3 4 5

c) To what extent are students, parents, teachers, and administrators aware and supportive of counseling and small-group processes? ...... na 1 2 3 4 5

d) To what extent are conferences initiated by counselors and sought by students, teachers, parents, and others? ...... na 1 2 3 4 5

e) How effective are conferences in enlisting the efforts of teachers, parents, and others in cooperative activities? ...... na 1 2 3 4 5

Comments

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EVALUATIVE CRITERIA
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FIGURE IV-14 (continued)

B. THE STUDY OF STUDENT DEVELOPMENT

Comprehensive information about students is essential to an effective guidance program. This information is most useful when it is developmental in nature, gathered cumulatively from preschool through postschool for each student. This information needs to be systematically recorded, effectively and ethically used, and, periodically, sifted and brought up to date.

Checklist

1. The sources of information are comprehensive and reliable (check those used) .... na 1 2 3 4 5
   - ___ Records from schools previously attended, including elementary schools.
   - ___ Appropriate tests of scholastic abilities, achievement, special aptitudes, and educational progress.
   - ___ Inventories of educational-vocational interests and aspirations.
   - ___ Interviews.
2. The physical status and special characteristics of each student are studied by means of periodic, professional, physical examinations .... na 1 2 3 4 5
3. Interviews by school counselors are used to verify and augment information gained by other means .... na 1 2 3 4 5
4. Appropriate information gained by teachers and other staff members is accumulated in the student's personnel folder .... na 1 2 3 4 5
5. Information regarding each student's social adjustment, aspirations, and values is gathered and recorded by means that protect the student's right of privacy .... na 1 2 3 4 5
6. The information for student personnel folders is carefully selected for its significance and recorded by professionally competent persons to ensure accuracy and confidentiality .... na 1 2 3 4 5
7. The information recorded provides a developmental view of students which can be interpreted to students, parents, and other authorized persons who can use it constructively .... na 1 2 3 4 5
8. Counselors furnish teachers with information about students' characteristics and needs, both systematically and in response to special needs .... na 1 2 3 4 5
9. Professional persons inside and outside the school, to whom students are referred by counselors are provided information gathered by the school .... na 1 2 3 4 5
10. Case studies and case conferences are used to collate, interpret, and apply the information about students .... na 1 2 3 4 5
11. Professional staff members periodically sift and assess information about students to keep it up to date and valid .... na 1 2 3 4 5
12. Information about students is accumulated and studied by school counselors to assess changes in the community and the student population .... na 1 2 3 4 5
13. The collection and dissemination of student information comply with the Family Education Right to Privacy Act .... na 1 2 3 4 5
14. na 1 2 3 4 5

Supplementary Data

1. Describe additional methods used by the school in gathering information about its students.

Evaluations

a) How completely does the school use the sources and means available to it in gathering information about its students? .... na 1 2 3 4 5

b) How well is the right of privacy of students and the professional interpretation of information guarded? .... na 1 2 3 4 5

c) How effectively is appropriate student information made available and used by authorized persons? .... na 1 2 3 4 5

Comments

FIGURE IV-14 (continued)

C. INFORMATION FOR EDUCATIONAL AND VOCATIONAL PLANNING

Checklist

1. Provisions are made for collecting, organizing, and disseminating current educational information, such as descriptions of the following (check those in current use) .... na 1 2 3 4 5
    - ____ Opportunities within the school itself.
    - ____ College and junior college programs.
    - ____ Vocational and trade school programs.
    - ____ Apprenticeship programs.
    - ____ On-the-job training programs.
    - ____ Adult education programs.
    - ____ Correspondence schools.
    - ____ Financial aids for all types of educational opportunities.
2. Provisions are made for collecting, organizing, and disseminating current occupational information, such as descriptions of the following (check those in current use). . na 1 2 3 4 5
    - ____ National occupational trends.
    - ____ Current local job market trends.
    - ____ Agencies and people that can be used as resources about occupations, industries, placement, training, and work in general.
    - ____ Community sources of information about job opportunities.
3. Provisions are made for counselors to use school time to meet with representatives of educational institutions, industries, and unions .... na 1 2 3 4 5
4. Provisions are made for the use of educational and occupational information in regularly scheduled classes, special courses, and student activities .... na 1 2 3 4 5
5. Counselors use occupational and educational information in counseling and small-group processes both for informational purposes and to help students explore and develop understanding about educational and work roles .... na 1 2 3 4 5
6. Informational materials are available for frequent use by students, staff members, and other interested adults .... na 1 2 3 4 5
7. Provisions are made for the collection and use of follow-up data on graduates for educational and vocational planning .... na 1 2 3 4 5
8. na 1 2 3 4 5

Supplementary Data

Evaluations

a) How adequate, accessible, and well organized are the informational resources available to students, counselors, teachers, parents, and others? .... na 1 2 3 4 5

b) How effectively are informational resources used in classrooms, activities, and with individual students? .... na 1 2 3 4 5

c) How well are students, teachers, and others acquainted with sources of information for educational and vocational development and adjustment and the use of these sources? .... na 1 2 3 4 5

d) How effectively are follow-up data on graduates used for educational and vocational planning? .... na 1 2 3 4 5

Comments

FIGURE IV-14 (continued)

D EDUCATIONAL AND VOCATIONAL PLACEMENT

Placement activities are designed to meet the needs of students, dropouts, and graduates. These activities are not imposed upon the students, but are a culmination of counseling, individual study, work experience, and other guidance services.

Checklist

1. Students are assisted in planning a meaningful program of studies, including informal student activities leading to appropriate educational and vocational placement .... na 1 2 3 4 5
2. Assistance is given to the arrangements for work experience, part time and full time during vacation, in relation to educational, vocational, and economic needs. .... na 1 2 3 4 5
3. Students are assisted in making choices involving placement (a) as students, (b) at the point of dropping out of school, and (c) upon graduation.................................... na 1 2 3 4 5
4. Students are assisted in finding information about future employment and education.... na 1 2 3 4 5
5. The members of the guidance staff cooperate with employers and community agencies concerned with job placement .... na 1 2 3 4 5
6. The guidance staff helps provide leadership in solving problems in the area of placement na 1 2 3 4 5
7. na 1 2 3 4 5

Evaluations

a) How adequately are educational placement needs of students being provided? .... na 1 2 3 4 5

b) How satisfactorily are students assisted in finding appropriate jobs? .... na 1 2 3 4 5

c) How well are the school's placement services coordinated with those of other agencies? .... na 1 2 3 4 5

E. RESEARCH AND EVALUATION SERVICES

Prerequisite to improvement is clear knowledge of both present strengths and weaknesses. In addition, knowledge gained through research can contribute to the improvement of guidance.

Checklist

1. A plan for an annual evaluation of the guidance program is in existence .... na 1 2 3 4 5
2. The plan for evaluation of guidance services has been developed by the professional guidance workers in cooperation with teachers and administrators .... na 1 2 3 4 5
3. Annual reports of evaluation results are prepared for the faculty and administration of the school.................................. na 1 2 3 4 5
4. Research in the school is based on a planned program of research rather than a series of separate research projects........................ na 1 2 3 4 5
6. The research plan includes action research, descriptive studies of a longitudinal, continuing nature, and experimental studies of shorter duration.................................. na 1 2 3 4 5
6. Experimental research designs are of such a nature as to make replication possible in other settings...................................... na 1 2 3 4 5
7. na 1 2 3 4 5

Evaluations

a) To what extent is a systematic program of evaluation of guidance services in effect? .... na 1 2 3 4 5

b) How adequate is the design for evaluation of the program of guidance services? .... na 1 2 3 4 5

c) To what extent is a planned research program included in the program of guidance services? .... na 1 2 3 4 5

d) How adequate are the research designs being used? .... na 1 2 3 4 5

e) To what extent are results of research and evaluation studies being utilized? .... na 1 2 3 4 5

Comments

FIGURE IV-15

EXAMPLE EVALUATION FORM

Type - Summative-Formal

Title - Guidance Program Evaluation - Student Survey

Uses - Individuals and Individuals Within Groups

This survey is for the purpose of collecting information which will be helpful to the guidance program in your school. You and other students are asked to give the information which is needed. A study will be made on how the total group answers each question. It is important that you read each question carefully and answer according to your true opinion. Your answers will give information on how the school can be of better help to students.

Directions

- You will use a pencil to mark your answers on a separate answer sheet. Make all of your marks heavy and black. Fill in each circle completely. Do not use a pen. Mark only one answer for each question. If you wish to change an answer, be sure to erase your first choice completely. Do not make any stray marks on the answer sheet.
- On the answer sheet, print your school's name and today's date.
- (A) In the section on the answer sheet which has a large letter A fill in the space beside the word "STUDENT."

  (B) In section B fill in the proper space telling whether you are male or female.

  (C) In section C fill in the proper space telling your grade level.

  (D) In section D, there is a space for the school code number for your building. Darken the circles representing your six digit code number. Make sure the number you darken is the same number given to you by the counselor.

  (E) Do not fill in this section unless instructed otherwise by your counselor. Darken the number on section E of your answer sheet that you are assigned by the counselor. Mark only one space.

DO NOT FILL IN SECTIONS F THROUGH N.

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FIGURE IV-15 (continued)

DIRECTIONS: Turn your answer sheet so that you are looking at the section which has the items numbered 1 through 106. In this booklet there are some questions which you can answer by placing a mark in the proper space beside the numbers on your answer sheet. Answer each question in the following way:

If YES is a better answer than NO, then fill in the circle with Y like this: ● Ⓝ (?)

If NO is a better answer than YES, then fill in the circle with N like this: Ⓨ ● (?)

If you don't know which is better then fill in the circle with the question mark (?) like this: Ⓨ Ⓝ ●

If the question is not a yes-no type, but asks you to choose the best response among several choices, you would mark your answer like this, if C is the better response.

Ⓐ Ⓑ ● Ⓓ Ⓔ

IMPORTANT: Each of the following questions asks for information which is important. Answer the questions as they apply only to the school in which you are now a student. Sometimes you may not be able to give a completely accurate answer by using either a "YES" or a "NO" answer. If you can, however, choose one of these answers which is most nearly correct. Remember only an honest answer will be helpful to the school. You may now go ahead and answer the questions.

1. Have you ever had an individual conference with the counselor this school year?
2. Have you ever been with a group or class of students when the counselor gave information about selecting subjects for the next year?
3. When you take a standardized test, do you know why you are taking it?
4. Is it easy for students to get books or pamphlets in this school which have information about jobs?
5. Does the counselor know some people outside your school who can help students with special needs in their families?
6. Does the counselor spend too much time trying to help students get into college?
7. Is the counselor too busy to help you?
8. Would a conference between the school counselor and your parents be helpful?
9. Does your school have information on jobs that graduates from this school obtain?
10. Do you know what job opportunities are closely related to your interests?
11. Have you made the best choice of subjects for this year that you could have made?
12. Should everybody get a college education?
13. Do you know how to study well?
14. Does this school have a lot of rules which are confusing to you?
15. Do you know what school subjects are related to your abilities and interests?

FIGURE IV-15 (continued)

16. Do you think that students should try to fail a subject?
17. Does the counselor listen to your ideas?
18. Have you ever been with a group or class of students when the counselor talked about choosing a college or some other education after high school?
19. Do your school records include information about your interests and activities?
20. Have any of the school's books or pamphlets on colleges or other schools ever been of help to you?
21. Are there people in the community who have come into your classroom to discuss the particular occupations in which they are employed?
22. Do you know what steps a person needs to take to get into college or some other school?
23. Can a student talk with a counselor without being heard or interrupted by someone else?
24. Have your parents had a conference with the counselor in this school?
25. Does your school have information on where graduates from this school go for additional education after high school?
26. Have you had an opportunity to explore your abilities and interests as they relate to job opportunities?
27. Do you know how a student might get help in deciding which school subjects he should pick for next year?
28. Do you know about any two year technical schools in Ohio?
29. Can you study well while you are in school?
30. Do you know what job opportunities are closely related to your abilities?
31. Do you think that teachers should try to make their classes interesting?
32. Do you believe that the counselor is really interested in you?
33. Has the school ever arranged for you to visit an industry or business in your community?
34. Do you have a need of some kind which the counselor does not know about but probably should?
35. Have any of the school's books or pamphlets on occupations ever been of help to you?
36. Has the counselor ever suggested that you talk to a teacher about a particular concern?
37. Do you know what steps you need to take to get a job?
38. Is the counselor responsible for finding out why students are absent from school or a class?
39. Do most teachers take class time to discuss job opportunities which are related to the subjects they teach?
40. Do you become uneasy and fearful when your parents come to school for a conference?
41. Does your school have information about what students do after graduation?
42. Do you have in mind a second or third choice of careers?
43. Are you now taking a school subject which you don't like?
44. Are you familiar with the different kinds of educational opportunities which are open to high school graduates?
45. Do you like to participate in school activities?
46. Can a good test tell a person what occupation he should enter?

FIGURE IV-15 (continued)

47. Would you feel free to talk with the counselor about a personal problem if you had one?
48. Have you ever been with a group or class of students when the counselor talked about career planning?
49. Do you understand your ability and achievement test scores?
50. Does your school have books or pamphlets which can tell a person how to get training to become an auto mechanic, cosmetologist, or some other skilled trade?
51. Have you ever been kept from taking a course because there were too many students in it?
52. If you want to leave school some time during the school day, do you go to the counselor to get permission?
53. Has a teacher ever suggested that you talk to a counselor?
54. Does your school have information about the problems faced by the graduates in transition from high school to employment or further education?
55. Have you learned how to make choices on careers?
56. Are you now taking a school subject which is too difficult for you?
57. Should a student with a C average grade stay away from more education after high school?
58. Do you often study the wrong things for tests?
59. Are you taking part in any extra curricular activities in the school?
60. Are you important enough for other people to respect you?
61. Is the counselor the kind of person who is easy to talk with?
62. Has the information which is kept in your school records ever been explained to you?
63. Is information on jobs available in your school building?
64. Have you ever been put into a class where the other students were too far ahead of you?
65. Would most students be helped by talking with a counselor?
66. Has any teacher helped you individually very much this year outside of class time?
67. Do you understand the relationships between school and work?
68. Do almost all colleges require that a student have at least two years of a foreign language in high school?
69. Do you know somebody to whom you can go to get help when you don't understand what you are studying?
70. Does the counselor understand the ideas of young people?
71. Have you discussed with the counselor your plans after high school?
72. Is information on jobs available in your school library?
73. Does the counselor help students get into a college or some other school after high school training?
74. Is it the counselor's main job to help students who are in trouble?
75. Would you like more individual help from your teachers outside of regular class time?
76. Do you know what kind of training is required for the job which is of most interest to you?
77. Do you have a planned time for studying?
78. Would you quit school if you were allowed?

FIGURE IV-15 (continued)

79. Can you usually get adults in this school to understand your point of view?

80. Does your school have materials giving information about all the subjects and extra curricular activities in the school?

81. Do you use the help of the counselor when you can?

82. Do most teachers take class time to discuss the future educational opportunities which exist in their subjects?

83. Do you know about the kinds of training opportunities which are available to high school graduates?

84. Do you know enough about all the extra curricular activities in school to know in which ones you would enjoy taking part?

85. Is it very easy for you to make friends with those students in this school who are different from you?

86. Do you want more help in the area of occupational planning than you are currently getting from the counselor?

87. Is it easy for you to get in to see a counselor if you want?

88. Do students have any responsibility for making this school a good one?

89. Does the counselor help students find employment?

90. Should every school have at least one counselor who has time to help individual students?

91. Does the counselor tell you what job you should choose?

92. Do you think the counselor knows your name?

93. Do you expect more help from the counselor than what you are getting?

94. Is the guidance office a pleasant place?

95. Does the counselor tell you what decisions you should make?

DIRECTIONS: In the following items, choose the one response which best answers the questions.

96. Which of the following best describes the guidance program in this school?
A. Excellent, B. Good, C. Fair, D. Poor, E. I don't know

What one individual has given you the best help in assisting you to do the following? A. Teacher, B. Counselor, C. Other Student, D. Principal, E. Parent

97. Assisting you to select your school subjects?

98. Assisting you to plan ways to study better?

99. Assisting you to plan for your future education after high school?

100. Assisting you to plan your career?

101. Assisting you to learn more about yourself?

102. Assisting you to solve a personal problem?

What one individual has given you the best help in assisting you to do the following? A. Teacher, B. Counselor, C. Other Student, D. Principal, E. No One

103. Assisting you to learn about the school when you first came as a new student?

104. Assisting you to learn how you scored on standardized ability and achievement tests?

THANK YOU FOR PARTICIPATING IN THE SURVEY OF YOUR SCHOOL GUIDANCE PROGRAM.

FIGURE IV-16

Type - Summative-Formal

Title - Guidance Program Evaluation - Teacher Survey

Uses - Individuals and Individuals Within Groups

This survey is for the purpose of making a comprehensive and systematic collection of information which will be helpful to the guidance program in your school. You and other teachers are requested to give the information which is needed. A study will be made on how the total group answers each question. No scores will be produced for individuals. It is important that you read each question carefully and answer according to your true opinion. Your answers will give information on how the guidance program can be of better help to students and teachers.

Directions

- You will use a pencil to mark your answers on a separate answer sheet. Make all of your marks heavy and black. Fill in each circle completely. Do not use a pen. Mark only one answer for each question. If you wish to change an answer, be sure to erase your first choice completely. Do not make any stray marks on the answer sheet.
- On the answer sheet, print your school's name and today's date.
- (A) In the section on the answer sheet which has a large letter A fill in the space beside the word "TEACHER."

  (B) In section B fill in the proper space telling whether you are male or female.

  (C) Do not fill in section C.

  (D) In section D, there is a space for the school code number for your building. Darken circles representing your six digit code number. Make sure the number you darken in is the same number given to you by the counselor.

DO NOT FILL IN SECTIONS E THROUGH N.

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FIGURE IV-16 (continued)

DIRECTIONS: Turn your answer sheet so that you are looking at the section which has the items numbered 1 through 108. In this booklet there are some questions which you can answer by placing a mark in the proper space beside the numbers on your answer sheet. Answer each question in the following way:

If YES is a better answer than NO then fill in the circle with Y like this: ● Ⓝ (?)

If NO is a better answer than YES then fill in the circle with N like this: Ⓨ ● (?)

If you don't know which is better then fill in the circle with the question mark (?) like this: Ⓨ Ⓝ ●

IMPORTANT: Each of the following questions asks for information which is important. Answer the questions as they apply only to the school in which you are now a staff member. Sometimes you may not be able to give a completely accurate answer by using either a "YES" or a "NO" answer. If you can, however, choose one of these answers which is most nearly correct. Remember only an honest answer will be helpful to the school. If the question is not appropriate or if you do not wish to answer, leave the space blank.

1. Do you have individual conferences regularly with a counselor(s) concerning your students?
2. Are student cumulative records easily accessible to teachers?
3. Does the counselor make the decisions on how students will be grouped into classes?
4. Are out-of-school resources available for the referral of students who have special social or welfare problems?
5. Do you have adequate information about occupations which are related to your teaching field?
6. Does a counselor unnecessarily disrupt instruction time by taking students out of class?
7. Do you have the time to do all the individual counseling which is needed by your students?
8. Do most of your students do the least amount of school work that is possible?
9. Do you take class time to provide information to students about jobs related to your subject field which might be helpful to them in career planning?
10. Do you understand how to interpret the information which is recorded on student records?
11. Has a counselor in this school ever helped you to understand standardized test results?
12. Are the cumulative records helpful in giving you useful information about students?
13. Is the guidance program adequately meeting the needs of students in this school?
14. Have any students been referred to you by the counselor for any special help that you can give them?
15. Is a good job being done of grouping students into appropriate classes?

FIGURE IV-16 (continued)

16. Is a student who has been dismissed from your class because of behavior problems sent to the counselor's office?
17. Do you think that every school should have at least one counselor who has time to help individual students?
18. Do most students need to have pressure applied to them before they do much school work?
19. Are a number of your students getting low grades because they don't prepare well for your tests?
20. Should a school, as much as is practically possible, try to help every student get a good education?
21. Has a counselor in this school ever helped you to obtain career information related to your subject field?
22. Does the school have a program to assist each student to formulate vocational and educational plans?
23. Are guidance informational materials kept in the library?
24. Do teachers participate in deciding how students will be placed into groups or classes?
25. Are the procedures for referring students to the counselor satisfactory to you?
26. Does a counselor usually have biases in favor of certain subjects in the curriculum?
27. Do you have difficulty finding a time when both you and the counselor can get together to talk?
28. Do you believe that counselors and teachers are trying to accomplish similar purposes in the school?
29. Do you have some students in your classes who because of low ability don't belong there?
30. Do you have some students in your classes who don't even belong in school?
31. Do you take class time to discuss with your students the educational opportunities beyond high school which are available in your field?
32. Do you utilize the services of the guidance staff?
33. Can students who take vocational education in high school still go on to a four-year college?
34. Does the counselor usually report back to you concerning a student whom you have referred?
35. Does the school collect the kind of information about students which is helpful to you?
36. Does the school provide students with adequate informational materials which describe the subjects you teach?
37. Do you believe that you understand the purposes which the counselor is trying to achieve?
38. Does the counseling staff have enough assigned guidance time to do the job that should be done?
39. Is there anytime when a counselor has administrative authority over a teacher?
40. Does a counselor tell a student what occupation he should choose?
41. Would most students be helped by talking with a counselor?
42. Do you know the out-of-class interests of most students in your classes?
43. Do you believe that you are aware of the students in your classes who have special learning handicaps or needs?

FIGURE IV-16 (continued)

44. Do you have available approximately thirty minutes each day during which time you could talk individually with students who are having learning difficulties in your classes?
45. Do most of your students study for the purpose of memorizing facts?
46. Do you believe that teachers should participate in the guidance program?
47. Do you think that a good guidance program can be helpful to students?
48. Can an aptitude test tell a student what occupation he should enter?
49. Is there good communication between you and the counselor?
50. Is information available on the kinds of occupations in which the school's graduates are employed?
51. Does the school have adequate informational materials to help students develop how-to-study skills?
52. Do you believe that a counselor should be concerned more with the welfare of the total school rather than the welfare of individual students?
53. Do you believe that you are aware of the students in your classes who cannot read the materials used in your classes?
54. Do you include guidance topics in your classes?
55. Have you given to the counselor information about the objectives and content of your courses?
56. Should most students expect to change jobs a number of times in their lives?
57. Should counselors influence students to make those decisions which seem most logical to the counselor?
58. Have you compared your opinion of your students' learning abilities with their ability test scores?
59. Do you usually try to identify students with guidance needs and refer them to the counselor?
60. Should a school provide only a curriculum for above-average students?
61. Would you be in favor of this school forming a guidance advisory committee composed of teachers, counselors, students, parents, and administrators?
62. Would you be interested in serving on an advisory committee to the school guidance program?
63. Do parents participate in some activities of the guidance program?
64. Does the counseling staff actively participate in curriculum development?
65. Does the school staff meet periodically with the guidance staff to discuss the objectives, activities, and priorities of the guidance program?
66. Is a guidance calendar available to you which lists the planned monthly guidance activities in your school? (i.e., test dates, group guidance.)
67. Does the school provide you the opportunity to meet with parents of your students?
68. Are parents of your students aware of your availability to discuss concerns about their children which might be related to your classes?

THANK YOU FOR PARTICIPATING IN THIS SURVEY OF YOUR SCHOOL GUIDANCE PROGRAM

1. associate the evaluation with the long-range goals of the total career guidance program.
2. insure that laws governing anti-discrimination, sex bias, and related issues are not violated.
3. insure that the evaluation technique is used with representatives of all clients served by the school or agency.
4. communicate the results of the surveys to others who are invested in the operation of your program (e.g., colleagues, principal, superintendent, board members).

Contextual Considerations

The types of summative-formal evaluation utilized and the resulting data will be determined by the setting of the evaluation and the type of behavior being assessed. Issues to keep in mind include:

1. the goals and objectives of the program
2. the personnel and time available for evaluation
3. available evaluative competencies (either in the career guidance staff or from outside experts).

SUMMARY

Evaluation means determining the progress or results of your career guidance programs via formal or informal procedures so that you will know how well the objectives of the programs are being and/or have been satisfied. Through establishing an ongoing evaluation process it is possible to make timely and effective program changes. The purposes of evaluation are:

(1) to provide information for decision making;

(2) to assist school and community members in developing a shared understanding of your career guidance programs;

(3) to assist others in implementing their own guidance practices and techniques; and

(4) to keep the "big picture" of your program before the school and community.

In conducting an evaluation there are some recommended steps. These include forming an evaluation committee, setting objectives, determining how results are to be reported, setting a timetable and responsibilities, designing an instrument, and conducting and reporting results.

Regular evaluation studies are a helpful tool to developing school and community acceptance of your career guidance program. They can also create an atmosphere of professional responsibility and an openness to program sharing. However, in the final analysis, evaluation is a way of determining if you did what you set out to do and/or if your procedures are getting you where you wish to go.

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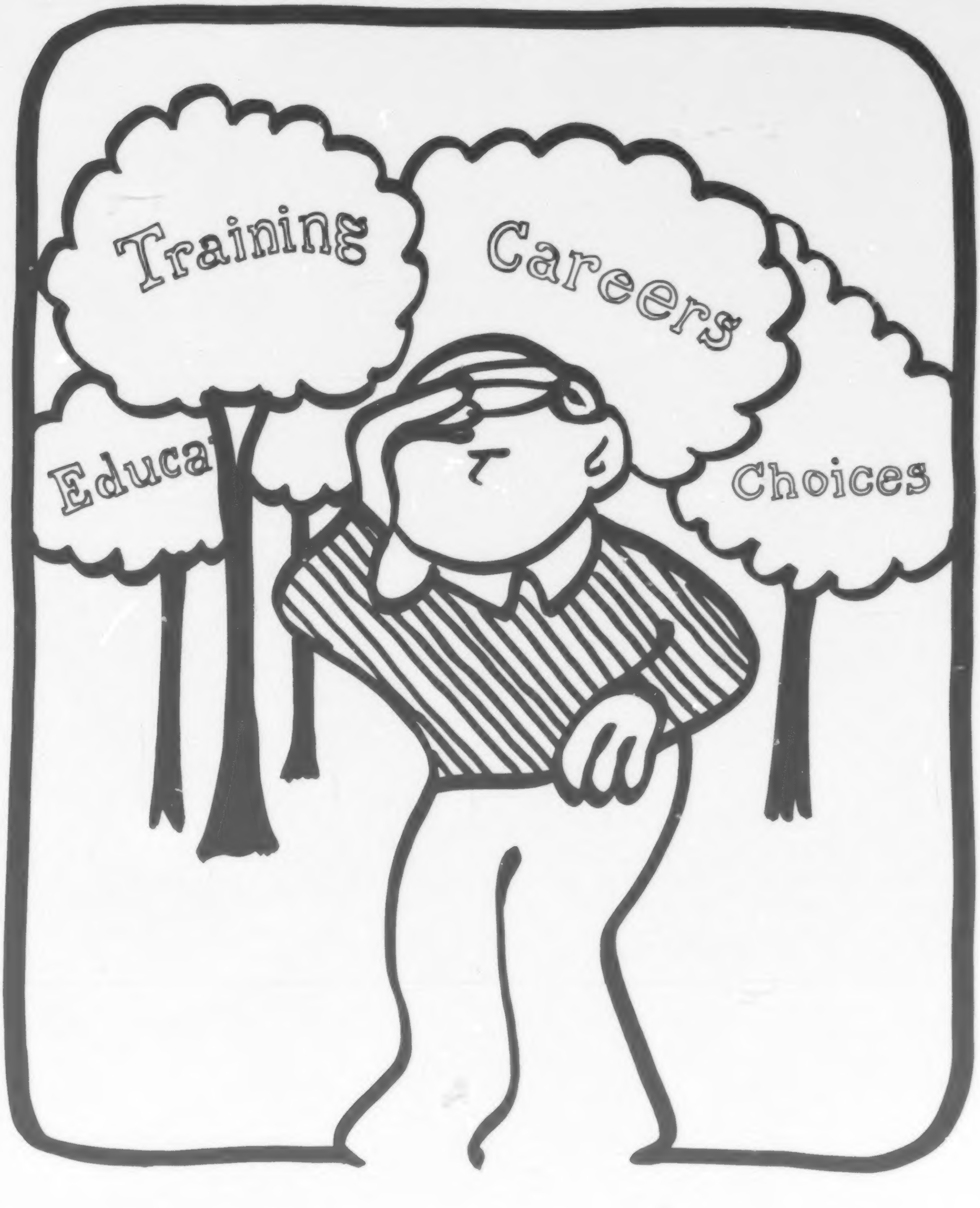
Appendices


Training
Careers
Educat
Choices

Illinois Career Guidance Handbook

DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION*

Introduction

The Department of Adult, Vocational and Technical Education, one of a number of departments within the Illinois State Board of Education, is designated to administer federal and state revenues to provide all citizens with educational opportunities in (1) vocational and technical education, (2) career education, (3) adult education, and (4) comprehensive training under CETA.

The Department is divided into one administrative unit and seven sections. These eight components are organized into four management teams which interface to provide separate but articulated services to clients.

The departmental organization has been structured to meet the mandates of federal legislation, to complement the goals of the State Board for employment-based education, and to deliver quality education programs to all Illinois citizens who desire or require them.

I. Special Programs

(Lonnie M. Hart, Manager, 217/782-5098)

The Special Programs Section provides administrative support to the department, administers state and federal funds for special programs in vocational and career education and education/CETA linkages. Through the administration of funding agreements, provision of technical services, administrative coordination, and planning assistance throughout the state, this Section:

- Administers a statewide network of career guidance centers in compliance with Public Law 94-482, Education Amendments of 1976.
- Administers a statewide network of seven career education service centers in compliance with Public Law 95-207, Career Education Incentive Act.
- Provides grant administration, inter-agency liaison and administers a regional project to promote Education/CETA linkages provided for by Public Law 95-524, Comprehensive Employment Training Act.

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*From Overview, Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

- Administers vocational education sex equity programs, services and technical assistance for economic development programs.

- Provides planning and technical assistance and administers funding agreements for emerging programs of occupational education including, but not limited to, displaced homemakers, programs for the aging, alternative energy, etc.

- Coordinates or provides for departmental communications and publication of the Illinois Career Education Journal.

- Coordinates the State Board's participation in the "State Occupational Information Coordinating Committee" as required by Public Law 94-482.

- Provides technical assistance to elementary schools throughout the state for the provision of occupational and career information programs.

II. Program Approval and Evaluation

(John A. Klit, Manager, 217/782-4876)

The Program Approval and Evaluation Section utilizes a systematized approval and evaluation process referred to as the Three Phase System for Statewide Evaluation of Vocational Education Programs. Regional Vocational Administrators provide assistance and assure direction to local educational agency personnel in planning, developing, operating, and improving vocational education programs. This Section:

- Provides assistance to local educational agencies in planning for annual and long-range vocational program development and improvement.

- Evaluates and recommends approval of the local educational agency's One and Five Year Plan for Vocational Education.

- Provides for the improvement and agency's accountability of the local total vocational education programs through a statewide system of on-site evaluations.

III. Consultant Services

(Louise M. Dailey, Manager, 217/782-4877)

The Consultant Services Section provides leadership through specialized consultative services to all appropriate agencies concerned with promoting, planning, implementing and developing programs at all levels of vocational education. This Section:

- Provides resource specialists who interact with other persons, agencies, associations and organizations concerned with the attainment of optimum goals in vocational and related educational activities.

- Extends and improves the quality of vocational education programs by providing consultant services to local educational agencies in identifying, developing, implementing and evaluating vocational education programs.

- Provides resource specialists for all departments within the Illinois State Board of Education.

- Improves and extends vocational programs and supportive services for handicapped and disadvantaged persons, including persons with limited English proficiency.

- Assists local educational agencies in identifying and remediating civil rights issues regarding Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

IV. Research and Development

(John S. Washburn, Manager, 217/782-4620)

The Research and Development Section improves the quality and expands the scope of public vocational and technical education in Illinois through the development and improvement of vocational education concepts, materials and personnel. This is accomplished through systematic planning, management and dissemination of program improvement activities via contracts for research, exemplary and innovative, curriculum development, personnel development activities and grants for elimination of sex bias. This Section:

- Serves as the Research Coordination Unit for the planning and management of program improvement and activities as defined in Public Law 94-482.

- Provides for research, development and diffusion of new and innovative approaches to the delivery of vocational education.

- Provides for the research, development and diffusion of competency-based curricular products.

- Provides for post secondary capability to conduct research, development, preservice and inservice education, regular and short-term training institutes and industry/education exchange programs. These support services are also provided to improve the quality of vocational education for persons who are disadvantaged or handicapped or have limited English proficiency and to overcome sex bias and sex-role stereotyping.

- Provides for the local, state, regional and national dissemination and diffusion of all applicable concepts and products through the Section and the East Central Curriculum Management Center/Illinois Vocational Curriculum Center.

- Provides consultative services and technical assistance to local educational agencies in the preparation and submission of contract and grant proposals to the Department and the United States Department of Education.

V. Adult and Continuing Education
(William E. Reynolds, Manager, 217/782-3370)

The Adult and Continuing Education Section works with local educational agencies and other agencies to offer educational programs for Illinois adults. To provide these services, central office staff and each of the five regional staff representatives administer the Federal Adult Education Act, the Education and Training Program for Welfare Recipients, the State Adult Education Program, and the Illinois High School Equivalency Testing Program. This Section:

- Provides state leadership and coordination with other agencies to serve the educational needs of adults in Illinois.

- Provides assistance to public schools and community colleges in planning for adult education programs.

- Provides emphasis and direction for local staff development activities.

- Designs, implements, and evaluates services for special demonstration projects relating to the adult education programs.

- Evaluates local applications to conduct adult education programs.

- Evaluates and monitors services for approved adult education programs.

- Provides services and direction to Regional Superintendents of Schools for coordination and administration of the GED testing program.

VI. Comprehensive Training
(Delmar E. Slagell, Manager, 217/782-4862)

The Comprehensive Training Section administers funds authorized by the Comprehensive Employment and Training Act (CETA) to provide financial assistance, vocational training, programs and services to CETA clients. Through non-financial agreements and contracts with Prime Sponsors, this Section:

- Maintains, extends and improves existing CETA skill training programs and services for each Prime Sponsor.
- Develops new programs and services which are suited to the needs of clients in the Prime Sponsor's area.
- Provides technical assistance in planning, program monitoring and evaluation as requested by the Prime Sponsor.

VII. Compliance Reports
(Thomas F. Swoik, Manager, 217/782-7084)

The Compliance Reports Section provides administrative support to Department planning and reporting activities. This Section:

- Prepares and coordinates the development of state plans for vocational, adult and career education.
- Develops and implements an occupational information system to generate data for planning, reporting, evaluating and managing occupational education programs and services at the state and local levels.
- Implements a system for area vocational planning to increase vocational education opportunities throughout the state.
- Prepares annual reports to comply with federal and state mandates and other reports to assist in planning vocational education programs and services.
- Assists in budget preparation and distribution of funds.
- Monitors the local educational agencies to assure compliance with state and federal rules and regulations.
- Approves, decals and monitors equipment inventories in accordance with Public Law 94-482, CETA Act and Adult Education Act.

- Analyzes and interprets vocational and related legislation, rules and regulations and recommends departmental administrative policies, practices and procedures to assure compliance.

- Provides consultative assistance and data for other departmental sections and other State Board departments in the development of plans and reports to minimize duplication of effort and maximize the utilization of resources.

Illinois Career Guidance Handbook

APPRENTICESHIP PROGRAMS

Introduction

The DICTIONARY OF OCCUPATIONAL TITLES, Fourth Edition, 1977, defines an apprentice as:

> A worker who learns, according to written or oral contractual agreement, a recognized skilled craft or trade requiring one or more years of on-the-job training through job experience supplemented by related instruction, prior to being considered a qualified skilled worker.

A close look at this definition reveals a person must be academically talented, must be able to express himself/herself in written form and orally, and be physically capable of performing on the job. In simplest terms, an apprenticeship is the training in occupations which require a wide and diverse range of skills and knowledge, as well as maturity and independence of judgment. An apprentice is an employed worker.

There can be two types of apprenticeship programs. A REGISTERED program follows the rules and regulations of the Bureau of Apprenticeship and Training (BAT) of the U.S. Department of Labor. The NONREGISTERED programs are not registered with BAT and, therefore, do not necessarily meet the minimum requirements of the governmental agencies. In Illinois, the BAT is the registering agency for apprenticeship programs. The objectives of the BAT are:

- to encourage thorough apprenticeship training.
- to establish minimum standards in order to provide skilled workers.
- to assist and promote interest in the establishment of apprenticeship training.
- to serve as a clearing house for all matters pertaining to apprentice training.

Since many apprenticeship programs require applicants to have certain aptitudes as demonstrated by passing appropriate tests, counselors can assist students by having them take aptitude tests in high school. This will help a student become familiar with tests and provide a self-understanding of one's measured abilities. The results can be related to interest as well as to the worker trait groups of particular occupations. When aptitude tests are used, the sub-tests generally include: general learning ability, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. Other tests may be included depending on the program.

Steps to be taken in becoming an apprentice:

1. Select a trade for which there is interest in, an aptitude for, and the physical ability to perform.
2. Investigate to see if the minimum qualifications for the trade can be met.
3. Decide whether or not the work on the job would be satisfying.
4. Contact the BAT or the ATC for specific information on training program, names and addresses, availability of training, job descriptions, entrance qualifications, and training programs.
5. Apply for an apprenticeship in the desired program with an employer, Joint Apprenticeship Committee, or appropriate union.
6. Take the required aptitude tests and oral interview.
7. While waiting to enter a program, become employed by a company which may have apprenticeable opportunities and take related classroom courses.

Target Population To Be Served

There are a number of special projects which have been funded by the Department of Labor to promote apprenticeship programs for disadvantaged groups and to other individuals who had not been encouraged previously to apply. The Bureau of Apprenticeship Training has written into its one and five year plans programs to assist women, minorities, physically handicapped, persons released from prison, welfare recipients, the economically disadvantaged, and those who have otherwise been identified as Comprehensive Employment and Training Act (CETA) eligible.

The National Urban League has developed local outreach programs to assist in recruitment, training, and placement. With CETA, the Illinois AFL-CIO has developed joint training programs. One of the projects is the Manpower Assistance program which promotes and expands labor's participation with CETA.

The Illinois State Federation of Labor is currently responsible for the Apprenticeship Information Development Project. The main thrust of the project is to identify and survey apprenticeship programs throughout Illinois. A handbook will be produced which will include interest groups, economic incentives, concepts of apprenticeship, a catalog of apprenticeship programs, and the results of a statewide apprenticeship survey. Models by which local CETA Labor programs can be developed will also be disseminated. The project developer is: Illinois State Federation of Labor, Apprenticeship Information Development Project, 516 East Monroe Street, 4th Floor, Springfield, Illinois 62701.

Illinois State Board of Education Thrusts

The Illinois State Board of Education has cooperated with the State Advisory Council on Adult, Vocational and Technical Education and other agencies in the development of the APPRENTICESHIP HANDBOOK. The occupational consultants within the Department of Adult, Vocational and Technical Education work with secondary vocational schools, secondary programs, and community colleges in establishing related classroom instruction for apprenticeship sponsors.

Example Programs

The Rockford Area Vocational Corporation has a contract with the U.S. Department of Labor to administer a School-to-Work Linkage Project. The program is for high school seniors who desire apprenticeship training. The students work approximately 20 hours a week in a registered program. For more information, contact:

Rockford Area Vocational Corporation
"A Work Linkage Project"
1410 Auburn Street
Rockford, Illinois 61103

The Apprenticeship Training Department at Triton College has programs of related instruction developed to train people in skilled apprentice trades. The students can earn an Associate Degree or a Certificate while at the same time meeting the apprenticeship requirements. Apprentice courses are open to individuals in federally recognized programs, persons already employed in the trade, or persons seeking employment. For more information, contact:

Triton College
School of Career Education
2000 Fifth Avenue
River Grove, Illinois 60171

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Joint training programs for pre-apprenticeship training have been coordinated between the Illinois AFL-CIO and CETA. For more information, contact:

Illinois AFL-CIO
Manpower Assistance Programs
516 East Monroe Street, 4th Floor
Springfield, Illinois 62701

Resources

There are ten regional offices of the Bureau of Apprenticeship and Training. Region V serves Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The Region V office is located at:

7th Floor 230 South Dearborn St. Chicago, Illinois 60604	Thomas Augustine, Director Phone: (312) 353-7205

The Illinois Regional Offices are as follows:

Room 505 7222 West Cermak North Riverside, IL 60546	Samuel L. Young, Jr., Director Phone: (312) 447-0382
Room 401 7222 West Cermak North Riverside, IL 60546	Terrence V. Benewich, ATR Jeanette M. Elliott, ATR William Rallins, Jr., ATR Phone: (312) 442-6767
Suite 201 10540 South Western Avenue Chicago, IL 60642	William L. Ellis, ATR Adrian J. Borst, ATR James A. Harvey, ATR Phone: (312) 881-1563
3166 DesPlaines Avenue DesPlaines, IL 60018	George F. Miller, ATR M. C. Byrd, ATR Gary B. Ellinger, ATR Phone: (312) 827-7139
Suite 250 707 Berkshire East Alton, IL 62024	Melvin V. Turley, ATR Phone: (618) 259-4120
Room 319 First National Bank Bldg. 228 N.E. Jefferson Peoria, IL 61602	Donald J. Boisselle, ATR Phone: (309) 671-7056

Room 150
Federal Building
211 South Court Street
Rockford, IL 61101

John Gavin, ATR
Phone: (815) 987-4253

Room 210
Center Building
208 - 18th Street
Rock Island, IL 61201

Ida R. Victor, ATR
Phone: (309) 786-7522

Room 102
U.S. Post Office/
Courthouse
600 E. Monroe Street
Springfield, IL 62701

Donald K. Dunn, ATR
Phone: (217) 492-4478

Illinois Career Guidance Handbook

BILINGUAL VOCATIONAL EDUCATION

Introduction

Understanding the problems faced by each limited English proficiency (LEP) student, knowing the resources available locally for serving the LEP student, and matching student needs with available resources are tasks that guidance personnel can provide, whether or not they speak each student's language.

It is important to keep the following definitions in mind when thinking of vocational education for the limited English speaker.

LEP - limited English proficiency--any member of a national origin minority who does not speak or understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English (BESC Newsletter, Vol. VII, No. 1, Sept.-Oct., 1979, p. 22).

LESA - limited English speaking ability--individuals who were not born in the United States or whose native tongue is a language other than English, and individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language (20 U.S.C. 880b-1).*

ESL - English as a Second Language--the teaching of English to persons whose first language is not English.

VESL - Vocational English as a Second Language--the teaching of special purpose English to LEP/LESA persons which utilizes the vocabulary and situations specific to a particular vocational field or job.

Bilingual Vocational Education - programs designed to teach LESA/LEP students necessary job skills, using two languages as the medium of instruction, and VESL.

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*The terms LEP and LESA are often used interchangeably.

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Problems Faced by LEP/LESA Students

LEP/LESA individuals face a variety of problems in terms of educational institutions.

> The first is knowing how the school system works, what expectations teachers have for students, what is considered appropriate behavior for students, what nonverbal signals are appropriate within the school setting, and how students interact. Guidance persons can be extremely influential in helping the LEP/LESA student understand the school setting and the types of behavior that are considered appropriate. It is important always to remember that where there are two different cultural patterns in conflict, one is not better than the other; one is simply more appropriate within a given context.
>
> Second, cultural behavior patterns of LEP/LESA students may interfere with achievement in traditional American classrooms, e.g. not asking questions, not looking at the teacher, not knowing how to work in group settings. These problems are interactional in nature and may not be totally resolved through the acquisition of English competency. The Guidance person can help both the student and the teacher understand what is occurring in these interactions and help them work toward pedagogically effective solutions.
>
> Third, individuals who are limited in English proficiency need to develop language skills sufficient to allow them to participate equally in the learning task, and to demonstrate their individual abilities to perform the task adequately. In vocational education, this can often be done through hands-on testing instead of written testing, or through oral explanation instead of written explanation. Thus, the guidance person can play an important role in helping the teacher understand the importance of a variety of testing methods, and helping the student learn how to demonstrate the knowledge she/he has gained. If there is an ESL teacher in the school, but no VESL class, the guidance person can help the ESL and the vocational teacher design such a course for interested LEP/LESA individuals. Minimally, an awareness for the need for such a course can be established. These students need to develop their general second language (English) skills as well as those specific to vocational education, but there is no need to preclude them from vocational classes until they develop the same level as native English speakers. With proper support services, the LEP/LESA student can acquire vocational training and necessary English at the same time. As many of these students need to help provide financial support for their families, they will be highly motivated to acquire vocational training which will help them enter the job market.
>
> Fourth, many LEP/LESA students have role models only of stereotyped entry level positions in the American world of work. The

guidance person can make certain that the student becomes aware of a broad range and variety of career information. It is important for the LEP/LESA student to be exposed to many different types of work situations, experiences, and role models, due to a previous lack of exposure to all of the possibilities that exist here.

Resources Available

The resources available for dealing with the LEP/LESA student which deal with language, cultural, and academic problems include the following:

a. Bilingual testing materials
b. Bilingual teaching materials
c. ESL testing materials
d. VESL instructional materials
e. Inservice and Consultative services
f. Bilingual Counseling referral services
g. Additional funding sources

In the State of Illinois, the primary source of help for local school districts trying to improve vocational services for LEP/LESA students is The Bilingual Vocational Education Project funded by the Illinois State Board of Education (ISBE), Department of Adult, Vocational and Technical Education (DAVTE). (Contact Jeanne Lopez-Valadez, 500 S. Dwyer, Arlington Heights, IL 60005; 312/870-4100.) The other major source is through the DAVTE Special Needs Consultants. LEP/LESA students fall into the category of Special Needs and are therefore eligible for the services listed in Appendix A23 of this Handbook.

Other resources are as follows:

SER - Jobs for Progress
3522 W. 26th Street
Chicago, IL
312-762-2020

Illinois Migrant Council
202 S. State Street
Chicago, IL 60604
312-663-1522

ASPIRA
666 N. Lake Shore Drive
Suite 1232
Chicago, IL 60647
312-276-0084

Westown Concerned Citizens Coalition
2753 West Hermitage
Chicago, IL 60647
312-235-2144

Illinois Adult Indo-Chinese Refugee Consortium
500 South Dwyer
Arlington Heights, IL 60005
312-870-4159

Illinois Resource Center (IRC)
Midwest Resource Center (MRC)
500 South Dwyer
Arlington Heights, IL 60005
312-870-4100

Resources for Bilingual Materials and Tests

"Descriptive Bibliography of Bilingual Tests for the Secondary Level," by Dennis Terdy - IRC - see above for address.

"Bibliography of Bilingual Materials for Career/Vocational Education," by Bilingual Vocational Education Project, 500 South Dwyer, Arlington Heights, IL 60005.

Source for Funding

U.S. Dept. of Education
OBEMLA
BVT (Mail Stop REP 421)
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Population To Be Served

LEP/LESA adults have been identified as a national priority population for Vocational Education. According to a survey funded by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, 25% of the young adult population (ages 14-20) in the State have English as a second language. The emphasis in Illinois has been on serving the LEP/LESA student in secondary and post-secondary institutions. The growing awareness of the importance of career exploration and orientation at a younger age, requires an active commitment to include the LEP/LESA student in elementary, junior high, and middle schools also.

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Example Programs

The following Bilingual Vocational Education projects have been funded either through the State or the Federal government. This is not an all-inclusive list, but includes some of the varied types and approaches to Bilingual Vocational Education in Illinois.

The Bilingual Access Program
Arturo A. Kotesky
Elgin Community College
1700 Spartan Drive
Elgin, IL 60120
312/697-3200

Bilingual Student Development Program
Emperatriz Pumarejo
Kennedy-King College
6800 S. Wentworth Avenue
Chicago, IL 60621
312/962-3200 (Spanish)

Indochinese Refugee Project
Joan Berna
Elgin YWCA
220 E. Chicago Street
Elgin, IL 60120
312/742-7930 (Indochinese)

Project Mainstream
Melanie Stephens
Truman College
1145 W. Wilson Avenue
Chicago, IL 60640
312/878-1700 (Korean, Spanish)

Project Access
Joe Gawel
Benito Juarez High School
31500 S. Laflin Street
Chicago, IL 60608
312/942-8860 (Spanish)

Matching Needs and Services

The guidance person in most institutions is the individual who can assure that the individual LEP/LESA student's needs are matched to the services available within the school, and who can make certain that services are provided if they have not been in the past.

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The State of Illinois describes four models for vocational education personnel to consider when serving LEP/LESA students (see Vocational Education for the Limited English Speaking: A Handbook for Administrators, 1979, Bilingual Vocational Education Project, supported by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education): (1) supplementation, (2) modification, (3) innovation--a new course, and (4) new programs. For schools with limited numbers of LEP/LESA students, or for schools with a few students from many different linguistic and cultural backgrounds, the first two models would probably be most appropriate. For schools with large numbers of students with the same linguistic and cultural background, the last two models may be most appropriate. The guidance person can be instrumental in assuring the best possible instruction for the individual LEP/LESA student by making maximum use of support services. One example would be to use paraprofessionals, peer tutors, parents, community volunteers, or aides to help the individual LEP/LESA student by working cooperatively with the vocational teacher and/or the ESL teacher. In the supplementation model, the paraprofessional is in the classroom, serving as an interpreter for the student during class, and later works with that student (using both languages) to make certain that the concept is understood. Peer tutoring may be one of the most effective ways to help the LEP/LESA student. This involves using another student from the same language/cultural background who is proficient enough in English to translate and help the less proficient student. Supplemental support of this type requires that the regular classroom teacher be willing to have this service in the classroom, and to utilize it both for teaching and for testing. New courses and new programs often require team teaching, or bilingual vocational education teachers. The Bilingual Vocational Education Project is recommended as a resource to contact prior to the initiation of a new program.

Points to Keep in Mind

Some factors that the guidance person needs to keep in mind when dealing with LEP/LESA student, regardless of the linguistic and cultural background of the student, are the following:

1. How is the student recruited into the vocational program? Is the student aware that she/he can participate?
2. What types of assessment and testing are done? Do the tests accurately reflect the actual language needed for job performance and success in class?

3. What is the literacy level of the student in the first language? Materials in the first language are of no use if the student is illiterate in that language, or if the reading level of the materials is higher than that of the student.

4. What are the cultural differences regarding work, and acceptable behavior regarding both work and school which influence the student's eventual chances of success in the school and the world of work?

5. What role models are available to the student that reflect a wide variety and extent of career choices?

6. What community resources are there for working with the respective linguistic and cultural groups represented by the students?

7. What in-service training is available to help the regular classroom teacher and staff understand the problems of the LEP/LESA student?

8. What are the placement procedures regarding the LEP/LESA student? Are they realistic?

9. What types of coordination exist between the vocational programs and the ESL instruction of the LEP/LESA student? Is there VESL?

10. What help is available for improving the services to LEP/LESA students in vocational education? (See Appendix 6)

Summary

The vital role that the guidance person plays in dealing with the LEP/LESA student in vocational education is that of establishing realistic programs of study and getting teachers to communicate with each other in order to minimize the lack of coordination for the individual student's plan of study and maximize the opportunity for the student to learn a marketable skill at the same time she/he is learning English. Support for the student is provided by the guidance person by channeling appropriate resources to match the student's needs. With the great influx of non- or limited English speaking individuals into this country, the guidance person needs to be cognizant of ways in which the individual LEP/LESA student can more effectively and efficiently become part of the mainstream.

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CAREER GUIDANCE CENTERS

Introduction

The Illinois State Board of Education, Department of Adult, Vocational and Technical Education, initiated the establishment of nineteen Career Guidance Centers in January, 1978. These centers are located throughout Illinois and provide a variety of career guidance services to all local educational agencies, both public and private universities and colleges, as well as other public and private agencies involved in career guidance, and to out-of-school youth and adults.

Each center within Illinois' network of nineteen Career Guidance Centers has a specific geographical area to serve, delineated by county (see map). Although the Centers are located in a particular educational agency, their services "belong" to the geographical area they serve.

The twofold mission of the Career Guidance Centers is to assist public and private educational agencies in the improvement of career guidance services for students and to provide specialized guidance services for out-of-school individuals.

Recent federal legislation for vocational education (Education Amendments of 1976, P.L. 94-482) has generated funds and guidelines for the provision of career guidance and counseling services. The functions of the Career Guidance Centers encompass this legislation which includes:

- Assistance in developing quality career guidance and counseling programs.
- Assistance in providing educational and job placement services.
- Assistance in working with the unique career guidance needs of youth and adult offenders, limited English-speaking persons, and out-of-school persons.
- Assistance in recognizing the changing work patterns of women and effectively overcoming sex role stereotyping.
- Providing leadership for career guidance programs at the local level.

The repeated use of the term "assistance" in the legislation indicates a strong emphasis on providing services. While the general goals of the Career Guidance Centers are the same, services offered vary according to existing resources and are designed to meet the unique needs of the population in their respective geographical area.

Some common activities of the Centers include establishing advisory committees; conducting regional needs assessments; making job placement resources available; communicating resources, activities, ideas, and information via newsletters; and conducting and/or sponsoring workshops on any career guidance topic. Career Guidance Centers serve as catalysts for the interchange and sharing of ideas and concerns among school guidance personnel and serve as a linkage for the interface of all agencies concerned with career development of Illinois citizens.

Target Population To Be Served

Career Guidance Center services and professional programs are available at no charge to Illinois educators--counselors, teachers, and administrators--as well as counselors, program staff, and administrators in correctional institutions and a variety of community agencies concerned with career guidance for children, youth, or adults. In many cases, direct service, as well as referral information, is available for out-of-school adults.

The following map will assist persons in locating the Career Guidance Center serving their area.

Illinois State Board of Education Thrusts

For further information on the nineteen Career Guidance Centers funded through the State Board of Education, contact:

Mr. Lynn Troute
Special Programs Section
100 North First Street
Springfield, IL 62777
Phone: (217) 782-5098

Ms. Joan Gardner
Special Programs Section
100 North First Street
Springfield, IL 62777
Phone: (217) 782-5098

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irectory of Career uidance Centers

1. Highland Community College
Pearl City Road
Freeport, Il 61032
815/235-6121, Ext. 252

2. Regional Office of Education
400 West State Street
Rockford, IL 61101
815/987-3060

3. Lake County Area Vocational Center
19525 West Washington
Grayslake, IL 60030
312/223-6686

4. Kishwaukee College
Malta, IL 60150
815/825-2086, Ext. 348

5. Oregon High School
10th and Madison
Oregon, IL 61061
815/732-3389

6. College of DuPage
22nd St. & Lambert Rd.
Glen Ellyn, IL 60137
312/858-2800, Ext. 2084

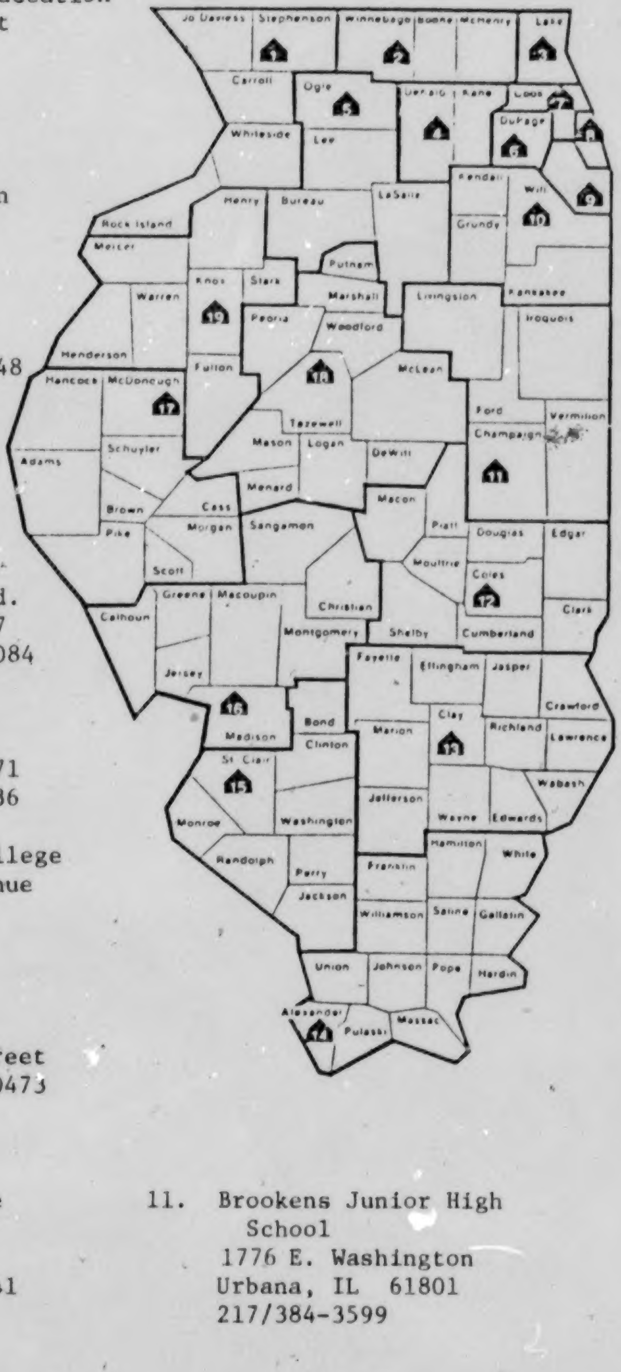
7. Triton College
2000 Fifth Avenue
River Grove, IL 60171
312/456-0300, Ext. 536

8. Chicago City-Wide College
185 North Wabash Avenue
Chicago, IL 60601
312/977-2576

9. Thornton Community College
15800 South State Street
South Holland, IL 60473
312/596-2000
Ext. 314/342

Joliet Junior College
1216 Houbolt Avenue
Joliet, IL 60436
815/729-9020, Ext. 341

11. Brookens Junior High School
1776 E. Washington
Urbana, IL 61801
217/384-3599


Jo Daviess
Stephenson
Winnebago
Boone
McHenry
Lake
Carroll
Ogle
DeKalb
Kane
Cook
DuPage
Whiteside
Lee
Kendall
Will
Rock Island
Henry
Bureau
LaSalle
Grundy
Mercer
Putnam
Knox
Stark
Marshall
Livingston
Kankakee
Warren
Peoria
Woodford
Iroquois
Henderson
Fulton
McLean
Hancock
McDonough
Tazewell
Ford
Vermilion
Schuyler
Mason
Logan
DeWitt
Champaign
Adams
Menard
Macon
Brown
Cass
Piatt
Pike
Morgan
Sangamon
Douglas
Edgar
Scott
Moultrie
Coles
Greene
Macoupin
Christian
Calhoun
Montgomery
Shelby
Cumberland
Clark
Fayette
Effingham
Jasper
Jersey
Crawford
Madison
Bond
Clay
Richland
Lawrence
Clinton
Marion
St Clair
Wabash
Jefferson
Monroe
Washington
Wayne
Edwards
Hamilton
Randolph
Perry
Franklin
White
Jackson
Williamson
Saline
Gallatin
Union
Johnson
Pope
Hardin
Alexander
Pulaski
Massac
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12. Lake Land College
Learning Resource Center
Mattoon, IL 61938
217/235-3131, Ext. 295

13. Washington School
114 East Washington Avenue
Flora, IL 62839
618/662-4476

14. Alexander-Pulaski Vocational Center
2nd & Washington Sts.
Tamms, IL 62988
618/747-2728

15. Belleville Area College
2500 Carlyle Road
Belleville, IL 62221
618/235-2700, Ext. 344

16. Lewis & Clark Community College
5800 Godfrey Road
Godfrey, IL 62035
618/466-3411
Ext. 253, 254

17. Educational Service Region
Hancock-McDonough County
303 East Jefferson
Macomb, IL 61455
309/837-4821

18. Illinois Central College
East Peoria, IL 61635
309/694-5151

19. Carl Sandburg College
S. Lake Storey Road
Galesburg, IL 61401
309/344-3631

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Funds Available

Programs, technical assistance, and services are free. Funds are not available from the Career Guidance Center. However, Career Guidance Centers have the capability to develop continuing professional education programs targeted to the needs of an agency's staff. Technical assistance provided by Career Guidance Centers may also include assistance in seeking funding for career guidance efforts.

Example Programs

The Career Guidance Centers have information on example programs and in many cases have developed model career guidance programs and materials. Many centers have established or stimulated the establishment of computerized career information systems in their regions.

APPENDIX A5-1

Illinois Career Guidance Handbook

CAREER RESOURCE CENTER

Introduction

A Career Resource Center (CRC) in a high school can be a busy center of activity. The goal at the outset should be to reach the entire student population and give each student an opportunity to explore career options.

As with an effective program there must be a plan. The following are vital steps in the organization process:

1. Funding
2. Location
3. Staffing
4. Materials
5. Organization
6. Public Relations

Funding is a primary concern and must be a first consideration. Specific suggestions will be discussed later.

Location: Students are interested in career information so location of the CRC is vital to its success. It must be accessible and visible so students may come by appointment or, more typically, spontaneously. Consider an area that is *ON* the beaten path such as a separate room located in a key area, a section of the guidance department, or even a defined area in a learning center.

Staffing: In order for a CRC to really work, there must be an informed staff person involved and committed to the concept. Training can be on-the-job and the position might even be volunteer, but an outgoing, helpful person is necessary to keep things going. Clerical and organizational skills are important, and a background in education is a great preparation.

Peer helpers can assist in the operation of the CRC. Their relating skills allow more people to be assisted at any given time.

Materials: The size of the budget will directly affect the quantity of materials. The single most valuable source can be a computerized information system, i.e., Time Share, Inc., GIS System. It is very current, efficient, and attractive to students. When a student leaves the CRC, he/she has a hard copy to re-read, share at the lunch table, or show parents at home. *The student who will not use any other source will read and pay attention to the printout*.

Other materials important to a functioning CRC:

1. Catalogues - Brochures re: Colleges & Trade School Vocational Programs and Military Training Opportunities

2. Trade and Industrial Informational Booklets

3. Resource books in each of the five occupational areas:

    a. Agricultural Related
    b. Business, Marketing and Management
    c. Health Related
    d. Home Economics Related
    e. Industrial Related

4. Career Filmstrip Library with indivividual study carrels equipped with filmstrip viewer and cassette player

5. Career Information Materials - Students

    a. Encyclopedia of Careers & Vocational Guidance
    b. Dictionary of Occupational Titles
    c. Occupational Outlook Handbook
    d. Occupational File of Facts Index
    e. Arco Handbook of Jobs and Career Opportunities
    f. Butterick Career Information Center Series

6. Resource Information Materials - Faculty

    a. Guide for Pre-Employment Skills
    b. Job Link
    c. Articulation Guide
    d. CAPS Manual
    e. Handbook for Career Guidance Counselors
    f. Film, Equipment, and Resource Catalog File

Organization: There needs to be a system of organization in order for the CRC materials to be grouped and accessed. Physically, the information can be grouped by the material covered; i.e., Occupational Information, Education Information, Military Careers, AV Section. There also needs to be a cross reference filing system that allows all information to be catalogued and located from one source. McKnight Publishing has a professional manual and card system that provides guidelines for organizing this system. This is a time-consuming job, but an integral and important part of a CRC. Adding new materials to the CRC at a later date is then easily done.

Public Relations: The teaching staff needs to know the operation and contents of a CRC. Inviting them by department and sharing information as it applies to their subject area allows them the option of curriculum infusing. Lists of AV materials in the CRC provide them with yet another source of materials to incorporate in their classes.

If a computer system is used, the hard copy becomes an immediate advertisement among the students, and appointments become necessary. Writeups in local papers, tours during open house, parents invited in for conferences, computer copy into homes are all good ways to become known.

Target Population To Be Served

The CRC should be available to all students enrolled in the school. In addition, graduates, dropouts, and parents should be welcome. Of course, currently enrolled students should have priority during school hours. Students may use the CRC any time they have free time; before school, study hall, lunch, and after school. Determine the number of people the location can accommodate and then set some limits.

Targeting groups throughout the year helps to confirm that all students are at least aware of the CRC. A program of orientation must be offered to all students in the school. Accomplished in small groups, students are exposed to the complete services of the CRC plus the thrust of Career Education for the School.

Illinois State Board of Education Thrusts

At this time we are not aware of any program dealing with this specific title.

Funds Available

As a member of a CETA Service Region, schools may contract with CETA personnel to provide career education activities for students. Contact the CETA prime sponsor in your geographical area. The Southern Illinois Occupational Education Leaders' Organization which sponsors the Mini-Grant Project provided enough impetus to get the career resource center known as the C.E.L.L. off the ground in Salem. In two separate projects, Career Education Incentive Act monies also have been spent in Jefferson-Hamilton and Marion counties to begin work on career education resources. Money for career education materials can also be acquired through Title Three and Title Four funds, both of which involve competitive grant-writing.

Example Programs

Lisle Senior High School
1800 Short Street
Lisle, IL 60532
Contact Person: Carl Doolen
968-7368

Waubonsee Valley High School
32W310 Rt. 34
Aurora, IL
Contact Person: Bob Smith
851-7900

Salem Community High School
Rt. 37 North
Salem, IL 62881
Contact Persons: Jan Stuart or Mary Lou Hawkins
(618) 548-0727

CETA RESOURCES

Introduction

The Comprehensive Employment and Training Act of 1973 (CETA) authorizes a combination of programs which are designed to provide specific employment and training service needed to prepare and place eligible individuals in unsubsidized employment. Local CETA programs are also to provide maximum feasible coordination of CETA plans, programs, and activities with economic development, community development, and related activities such as vocational education, vocational rehabilitation, public assistance, self-employment training, and social service programs. The expected results of these programs is an increase in earned income and a greater degree of self-sufficiency for those citizens least able to compete in today's job market.

Under CETA, there are a number of programs, or Titles, each using a different approach, and each a component of the overall objectives and goals of the legislation. They are as follows:

TITLE I - ADMINISTRATIVE PROVISIONS:
Establishes eligibility, funding levels, limits of participation, and other administrative provisions for all other Titles.

TITLE II - COMPREHENSIVE EMPLOYMENT AND TRAINING SERVICES:

Part A - Financial Assistance Provisions

Part B - Employment and Training Services
Provides for work experience, classroom training, on-the-job training, supportive services, and other activities.

Part C - Upgrading and Retraining
Provides financial assistance to employers for occupational upgrading including supportive services; provides for retraining of employees having received lay-off notices.

Part D - Transitional Employment Opportunities for Economically Disadvantaged
Provides economically disadvantaged persons who have been unemployed 12 out of the last 15 weeks or are on public assistance with transitional employment in public service jobs, and related training

and services to enable such persons to move into employment or training not supported by CETA.

TITLE III - SPECIAL FEDERAL RESPONSIBILITIES
Establishes special national programs and activities, and research, training, and evaluation.

TITLE IV - YOUTH PROGRAMS
Provides a broad range of coordinated employment and training programs for eligible youth to improve their future employability.

* Youth Employment Demonstration Programs (YEDPA)
Youth Incentive Entitlement Pilot Projects (YIEPP)
Demonstrates the efficacy of guaranteeing otherwise unavailable part-time employment and training for youth ages 16 through 19.

Youth Community Conservation and Improvement Project (YCCIP)
Provides job experience through community conservation and improvement projects for youth ages 16 through 19.

Youth Employment and Training Programs (YETP)
Provides training, supportive services, job counseling, and placement, with the express purpose of making a significant long-term impact on the structural unemployment problems of 16-21-year-old youth.

*Job Corps
Assists young people who need and can benefit from an unusually intensive program, operated in a group setting, to become more responsible, employable, and productive citizens.

*Summer Youth Employment Program
Provides useful work experience, basic education, and institutional or on-the-job training during the summer months to assist in the development of job potential.

*Governor's Statewide Youth Services Program (5% Youth Grant)

TITLE V - NATIONAL COMMISSION FOR EMPLOYMENT POLICY
Examines issues of development, coordination, and administration of employment and training programs and advises the President and the Congress.

TITLE VI - COUNTERCYCLICAL PUBLIC SERVICE EMPLOYMENT PROGRAM
Provides temporary employment, during periods of high unemployment, when the national rate exceeds 4%, to economically disadvantaged persons who have been unemployed for 10 out of the last 12 weeks.

TITLE VII - PRIVATE SECTOR OPPORTUNITIES FOR THE ECONOMICALLY DISADVANTAGED
Uses various approaches to increase involvement of the business community, including small business and minority business enterprises, in employment and training activities in CETA, and increases private sector job opportunities for unemployed or underemployed persons who are economically disadvantaged.

TITLE VIII- YOUNG ADULT CONSERVATION CORPS
Provides employment and experience in occupational skills to out-of-school youth from all social and economic backgrounds through work on conservation and other projects on public lands and waters.

Each Title is set up to serve a certain part of the overall population. Eligibility determinations for each program shall be made at the time of application. In general, participants must be citizens of the United States, United States nationals, permanent resident aliens, or other aliens who have been permitted to accept permanent employment, and must be economically disadvantaged and unemployed, underemployed, or in school.

Illinois State Board of Education Thrusts

1) GOVERNOR'S SPECIAL 1% GRANT FOR THE ILLINOIS EMPLOYMENT AND TRAINING COUNCIL

ACTIVITIES AND SERVICES: Funding is provided for staff support for the activities of the Illinois Employment and Training Council, which serves as a forum for the State's employment and training community. The Council's 68 members, appointed by the governor, come from a variety of backgrounds. The Council is entrusted with the following duties:

- review prime sponsor program operation; assess the availability, responsiveness, and adequacy of State services; and recommend methods to improve employment and training program quality.

- report annually to the governor and issue other such studies, reports, or documents the Council deems advisable.

- identify, in cooperation with the State Advisory Council on Adult Vocational and Technical Education, the employment, training, and vocational needs of the State and assess the effectiveness of existing programs in meeting those needs.

- review the comprehensive employment and training plans of prime sponsors with respect to nonutilization or duplication of services.

- participate in the development of the governor's coordination and special services plan.

- review the plans of all state agencies providing employment, training, and related services; and provide comments and recommendations on the relevancy and effectiveness of employment and training delivery systems.

2) GOVERNOR'S SPECIAL 1% LINKAGE GRANT

ACTIVITIES AND SERVICES: Establishing linkages and coordination between prime sponsors and appropriate educational agencies is accomplished through these and other activities:

- assistance in the development of agreements between prime sponsors and state boards of vocational education and state or local educational agencies.

- development and dissemination of linkage models which can be shared with all prime sponsors in the State.

- provision of assistance to eliminate barriers in the educational system which hamper employment and training activities.

- encouragement and support of training activities jointly delivered by employment and training agencies and appropriate educational agencies.

- establishment of mechanisms to increase information exchange between prime sponsors and educational agencies.

3) GOVERNOR'S SPECIAL 4% GRANT

ACTIVITIES AND SERVICES: Coordination and special services within the State are provided through these other activities:

- coordination of all employment, training, education, and related services provided by the State, prime sponsors, or educational agencies.
- provision to prime sponsors of appropriate information and technical assistance to assist them develop and implement programs.
- provision of special model training and employment programs and related services.
- provision of financial assistance for special programs and services for rural areas outside major labor market areas.
- provision of labor market and occupational information to prime sponsors and appropriate educational agencies.

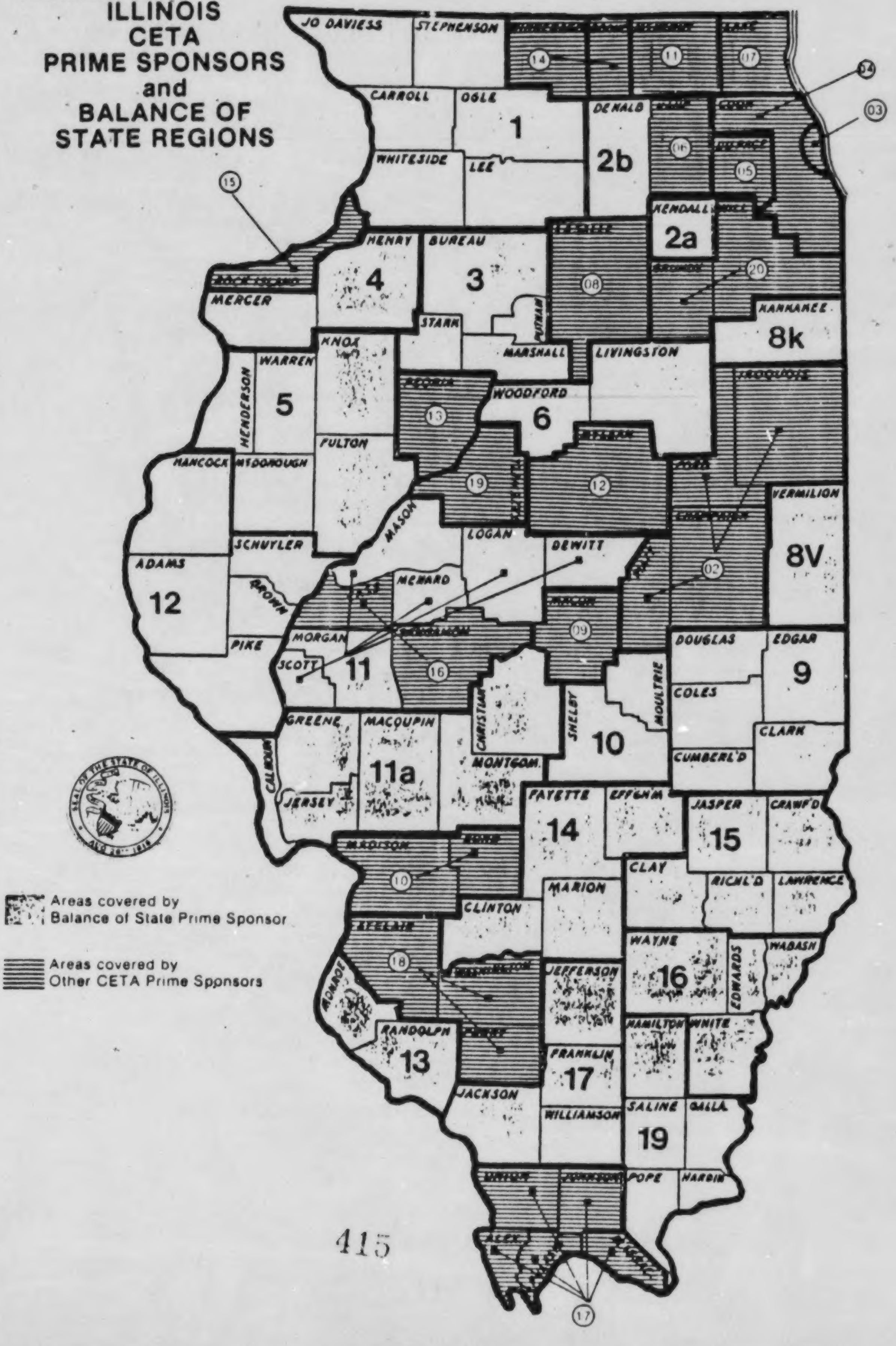
4) GOVERNOR'S SUPPLEMENTAL VOCATIONAL EDUCATION ASSISTANCE 6% GRANT

ACTIVITIES AND SERVICES: Funding, which is utilized by the State Board of Education, is used to provide basic or general education, educational programs for offenders, institutional training, and supportive services. In addition, the Board may use funds for the following activities:

- coordination of programs under CETA with existing vocational education programs.
- coordination of the use of funds under CETA with the Vocational Education Act to enhance economic growth and development in the State.
- development of linkages between vocational education and training programs under CETA with private sector employers.
- provision of technical assistance to vocational education agencies to aid them in making cooperative arrangements with appropriate prime sponsors.
- provision of information, curriculum materials, and technical assistance in curriculum and staff development to Prime Sponsors.

APPENDIX A6-6

ILLINOIS CETA PRIME SPONSORS and BALANCE OF STATE REGIONS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DOUGLAS
EDGAR
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COLES
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SHELBY
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CHRISTIAN
CLARK
GREENE
MACOUPIN
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MONTGOM.
CALHOUN
JERSEY
CUMBERL'D
FAYETTE
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EFFGH'M
JASPER
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CRAWF'D
MADISON
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CLAY
RICHL'D
LAWRENCE
MARION
CLINTON
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WAYNE
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EDWARDS
WABASH
MONROE
JEFFERSON
HAMILTON
WHITE
RANDOLPH
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FRANKLIN
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JACKSON
WILLIAMSON
SALINE
GALLA
19
POPE
HARDIN
17

Areas covered by Balance of State Prime Sponsor

Areas covered by Other CETA Prime Sponsors

CETA PRIME SONSORS IN ILLINOIS

01 BALANCE OF STATE PRIME SPONSOR

(71 shaded counties)

Terry Quertermous
BOS Office Chief
Department of Commerce and Community Affairs
320 West Washington Street
Springfield, IL 62706 217/785-3260

02 CHAMPAIGN CONSORTIUM

(Champaign, Ford, Iroquois and Piatt Counties)

Karen Larson, Director
Champaign Consortium
74 East University Street
Champaign, IL 61820 217/356-7363

03 CITY OF CHICAGO

Samuel C Bernstein
Assistant to the Mayor
Mayor's Office of Employment & Training
180 North LaSalle Street, Room 800
Chicago, IL 60601 312/744-5882

04 COOK COUNTY

Joseph Monaghen, Manpower Services Coordinator
Office of Manpower Services
118 North Clark Street, Room 500
Chicago, IL 60602 312/443-4740

05 DU PAGE COUNTY

Peter Scully, Manpower Director
DuPage County Manpower Office
421 North County Farm Road
Wheaton, IL 60187 312/682-7787

06 KANE COUNTY

James Clapper, Director
Kane County CETA Services
719 South Batavia Avenue
Geneva, IL 60134 312/232-2400, Ext 214

07 LAKE COUNTY

Cliff VanDyke, Director
Lake County CETA Program
307 West Washington Street
Waukegan, IL 60085 312/249-2200

08 LA SALLE COUNTY

Dr John L Mori, CETA Planning Administrator
LaSalle County Courthouse, Room 202
Ottawa, IL 61350 815/433-4550

09 MACON COUNTY

John Roark, Director
Macon County CETA Office
1450 East North Street
Decatur, IL 62521 217/424-1350

10 MADISON COUNTY CONSORTIUM

(Madison and Bond Counties)

Dan Churovich, Director
P O Box 670
200 Hillsboro Street
Edwardsville, IL 62025 618/692-4592

11 MC HENRY COUNTY

Jack Haffner, Director
McHenry County CETA Program
2200 North Seminary Avenue
Woodstock, IL 60098 815/338-2040

12 MC LEAN COUNTY

Garry Cicciu, Director
McLean County CETA Program
201 East Grove Street
Bloomington, IL 61701 309/827-4026

13 PEORIA CONSORTIUM

(Peoria County and City of Peoria)

O Merrill Boggs, Director
613 North East Jefferson
Peoria, IL 61603 309/672-8513

14 ROCKFORD CONSORTIUM

(City of Rockford, Winnebago and Boone Counties)

Colleen Williams, Director
Rockford Consortium for CETA
Old Post Office Building, Room 203
401 South Main Street
Rockford, IL 61101 815/987-5735

15 ROCK ISLAND COUNTY

Philip Olson, Director
Office of CETA Programs
1504 3rd Avenue, 2nd Floor
Rock Island, IL 61201 309/786-4451

16 SANGAMON-CASS CONSORTIUM

(Sangamon and Cass Counties)

Carol Patkus, CETA Administrator
Sangamon-Cass Consortium Manpower Unit
325 North Grand Avenue East
Springfield, IL 62702 217/523-5026

17 SHAWNEE DEVELOPMENT CONSORTIUM

(Union, Johnson, Alexander, Pulaski and Massac Counties)

Sarah J Clarke, Project Director for CETA
P O Box 298
Karnak, IL 62956 800/642-9422

18 ST. CLAIR COUNTY CONSORTIUM

(St Clair, Washington and Perry Counties)

Larry Friederich, Director
St Clair County Inter-Governmental Grants Dept.
512 E Main Street, 2nd Floor
Belleville, IL 62220 618/277-6790

19 TAZEWELL COUNTY

Norman E Hill, Director
Tazewell County CETA Office
P O Box 315
Pekin, IL 61554 309/347-5994

20 WILL COUNTY CONSORTIUM

(Will and Grundy Counties)

Louis W Krause, Director
CETA Service Office
68 North Chicago Street, Room 305
Joliet, IL 60431 815/729-8402

BALANCE OF STATE - CETA PROGRAM AGENTS

REGION	TITLE IIABC,IV	COUNTIES	TITLES IID AND VI	COUNTIES
1	Ralph Gleissner Manpower Services - CETA HIGHLAND COMMUNITY COLLEGE Pearl City Road Freeport, IL 61032 815/235-2382	Stephenson Jo Daviess Carroll Ogle Lee Whiteside	HIGHLAND COMMUNITY COLLEGE	Stephenson Jo Daviess Carroll Ogle Lee
			Nancy Sweitzer, Admin. Whiteside County Board - CETA Whiteside County Courthouse Morrison, IL 61270 815/772-4807	Whiteside
2a	Ray Bockman, Director KENDALL FAMILY YOUTH SERVICES 123 West Hydraulic Avenue Yorkville, IL 60560 312/553-7474	Kendall	KENDALL FAMILY YOUTH SERVICES	Kendall
2b	Lynn Morrell DeKalb County - CETA Services 310 North 6th Street DeKalb, IL 60115 815/756-3668	DeKalb	DeKalb County Board	DeKalb
3	Rebecca Ellis ILLINOIS FARMERS UNION 213 E. St. Paul Spring Valley, IL 61362 815/664-2396	Bureau Stark Marshall Putnam	ILLINOIS FARMERS UNION	Bureau Putnam Marshall Stark
4	Elaine Viggos, Division of Manpower Services Adult Education Department BLACK HAWK COLLEGE 6600-34th Avenue Moline, IL 61265 309/796-1311	Henry Mercer	BLACK HAWK COLLEGE	Mercer
			Joyce Winn HENRY COUNTY MANPOWER Henry County Court House Cambridge, IL 61238 309/937-3396	Henry
5	Doug Hayes ILLINOIS FARMERS UNION 121 South Prairie P.O. Box 965 Galesburg, IL 61401 309/342-0112, 0113	Henderson Warren Knox McDonough Fulton	ILLINOIS FARMERS UNION	Henderson Warren Knox McDonough Fulton

Illinois Career Guidance Handbook

REGION	TITLE IIABC, IV	COUNTIES	TITLES IID AND VI	COUNTIES
6	Don Muirheid ILLINOIS FARMERS UNION 303 W. Washington Pontiac, IL 61764 815/842-3806	Woodford Livingston	ILLINOIS FARMERS UNION	Woodford Livingston
8K	Joe Clark CETA Development Office Kankakee Community College P.O. Box 888, River Road Kankakee, IL 60901 815/933-9311, Ext. 319	Kankakee	KANKAKEE COMMUNITY COLLEGE	Kankakee
8V	John Russian Contract Officer Vermilion County Public Service Employment Program 106 N. Vermilion, Suite 602 Danville, IL 61832 217/443-6584	Vermilion	VERMILION COUNTY MANPOWER	Vermilion
9	Harry Ring EMBARRAS RIVER BASIN CAP P.O. Box 307 115 South Kentucky Greenup, IL 62428 217/923-3113	Douglas Coles Cumberland Edgar Clark	EMBARRAS RIVER BASIN CAP	Douglas Cole Cumberland Edgar Clark
10	Dan Wormhoudt CEFS CAP 813-1/2 North Third Street Box 928 Effingham, IL 62401 217/342-2193, 2194, 6611	Shelby Moultrie	CEFS CAP	Shelby Moultrie
11	Fred West, Director ILLINOIS FARMERS UNION 1724 South Main P.O. Box 902 Jacksonville, IL 62650 217/243-8561	Mason Menard Logan Morgan Scott DeWitt	ILLINOIS FARMERS UNION	Mason Menard Logan Morgan Scott DeWitt
11A	Frank Schwab ILLINOIS VALLEY ECONOMIC DEVELOPMENT CORPORATION 130-1/2 North Broad Street Carlinville, IL 62626 217/854-9677	Greene Jersey Calhoun Macoupin Christian Montgomery	ILLINOIS VALLEY ECONOMIC DEVELOPMENT CORPORATION	Greene Jersey Calhoun Macoupin Christian Montgomery

APPENDIX A6-10

REGION	TITLE IIABC, IV	COUNTIES	TITLES IID AND VI	COUNTIES
12	Gene Belker ILLINOIS FARMERS UNION 908 State Street P.O. Box 608 Quincy, IL 62301 217/224-2366	Hancock Schuyler Adams Brown Pike	ILLINOIS FARMERS UNION	Hancock Schuyler Pike Brown Brown
			Mark Bernbrock, Director ADAMS COUNTY BOARD CETA WCU Building, Room 316 Quincy, IL 62301 217/224-8171	Adams
13	Dorothy Ivanuck WESTERN EGYPTIAN COMMUNITY SERVICES ADMINISTRATION 107 W. Broadway P.O. Box 7 Steeleville, IL 62288 618/965-9031	Monroe Randolph	WESTERN EGYPTIAN COMMUNITY SERVICES ADMINISTRATION	Monroe Randolph
14	Pat Lacey B.C.M.W. COMMUNITY SERVICES 900 E. Rexford Centralia, IL 62801 618/532-6650, 7388	Effingham Fayette Marion Clinton	B.C.M.W. COMMUNITY SERVICES	Effingham Fayette Marion Clinton
15	Harry Ring EMBARRAS RIVER BASIN CAP P.O. Box 307 115 Kentucky Greenup, IL 62428	Clay Crawford Jasper Lawrence Richland	EMBARRAS RIVER BASIN CAP	Clay Crawford Jasper Lawrence Richland
16	Stuart Gray WABASH AREA DEVELOPMENT P.O. Box 89 Mill Shoals, IL 62862 618/896-5375	Wabash Edward Wayne White	WABASH AREA DEVELOPMENT	Wabash Edward Wayne White
17	Ruth Ann Walsh ILLINOIS FARMERS UNION-CETA North Main Street P.O. Box 56 Zeigler, IL 62999 618/596-2781	Franklin Jefferson Jackson Williamson	ILLINOIS FARMERS UNION	Franklin Jefferson
			June Carver, Coordinator WILLIAMSON COUNTY BOARD Williamson County Court House Marion, IL 62959 618/997-1301	Williamson

EGION	TITLE IIABC, IV	COUNTIES	TITLES IID AND VI	COUNTIES
17 (continued)			Dr. Maurice McCann JACKSON COUNTY BOARD Jackson County Court House Murphysboro, IL 62966 618/684-2151 618/687-2341 (Murphysboro E.S.)	Jackson
19	Roger Boma ILLINOIS FARMERS UNION Box 149 Eldorado, IL 62930 618/273-2861	Saline Gallatin Hamilton Pope Hardin	ILLINOIS FARMERS UNION	Saline Gallatin Hamilton Pope Hardin

OTHER CONTACT PERSONS:

Arturo Lopez
ILLINOIS MIGRANT COUNCIL
202 South State Street - 15th Floor
Chicago, IL 60604
312/663-1522

John Smith
ILLINOIS STATE JOB SERVICE
910 S. Michigan Ave., Room 1108
Chicago, IL 60605
312/793-4134

Wabash Community College
Ron Sanderson, Dr. CMT
2200 College Drive
Mount Carmel, IL 62863
618/262-8641

Dick Ralph, Earl Pate
ILLINOIS FARMERS UNION
Central Office
407 Iles Park Place
P.O. Box 2356
Springfield, IL 62705
217/528-0479

Rend Lake College
Dr. Kenneth J. LaSalle
Dean of Instruction
R. R. 1
Ina, IL
618/437-5321

Southern Illinois University
Hollis Merritt
809 South Forest Street
Carbondale, IL 62901
618/997-3381, 3382

COMMUNITY COLLEGES

Introduction

The Illinois Community College Board recognizes that the following educational programs and services should be included among the basic purposes and functions of a comprehensive public community college:

* Provide the first two years of baccalaureate education consisting of liberal arts, sciences, and pre-professional fields designed to prepare students for transfer to four-year colleges and universities and/or designed to meet individual educational goals.

* Provide career education including occupational, vocational, technical, and semi-technical fields designed to provide job training, retraining, and/or upgrading of skills to meet individual, local, and State manpower needs.

* Provide general studies, including preparatory or developmental instruction, adult basic education, and general education designed to meet individual educational goals.

* Provide community education, including non-credit adult education classes, designed to meet individual educational goals.

* Provide public service activities of an educational nature which may include workshops, seminars, forums, cultural enrichment, community surveys, facility usage, and studies designed to meet community service needs.

* Provide student services designed to reflect the programmatic development and direction of the institution, including, but not limited to, admissions, counseling, testing, tutoring, placement, and special assistance for the disadvantaged student.

Target Population

The local community colleges generally support the state mandate. However, local community colleges tend to be even more concerned with the community education and public service activities than State Board information would suggest. The community college is looking to the non-traditional populations for much of the student body for the 1980's (e.g., the mid-life career change student, the housewife, and the older adult student). The non-traditional student body tends to be pragmatic. They are looking for job skills and entry into the labor market. These non-traditional students are well served by community colleges. They are well served because the community college has the program they need, in the location they need it, and at the price they can afford.

Funds Available

Funds for community colleges may be obtained from Federal, State, and local taxes with tuition optional. The community college is as well qualified to provide financial aid to students, traditional and non-traditional, as are universities and four-year liberal arts institutions. Students at a community college may qualify for veterans benefits, BEOG, ISSC, and work-study.

Example Programs

Following is a listing of Illinois Public Community Colleges. Address all inquiries to the Office of Admissions.

BELLEVILLE AREA COLLEGE
2500 Carlyle Road
Belleville, IL 62221
(618) 235-2700

BLACK HAWK COLLEGE (QUAD)
6600 34th Avenue
Moline, IL 61265
(309) 796-1311

BLACK HAWK COLLEGE, EAST
P.O. Box 489
Kewanee, IL 61443
(309) 853-3381

CARL SANDBURG COLLEGE
P.O. Box 1407
Galesburg, IL 61401
(309) 344-2518

CITY COLLEGES OF CHICAGO
180 North Michigan Avenue
Chicago, IL 60601
(312) 269-8000

CITY-WIDE COLLEGE
209 North Michigan Avenue
Chicago, IL 60601
(312) 977-2500

KENNEDY-KING COLLEGE
6800 South Wentworth
Chicago, IL 60621
(312) 962-3200

LOOP COLLEGE
64 East Lake Street
Chicago, IL 60601
(312) 269-8000

MALCOLM X COLLEGE
1900 West Van Buren Street
Chicago, IL 60612
(312) 942-3000

OLIVE-HARVEY COLLEGE
10001 South Woodlawn Avenue
Chicago, IL 60628
(312) 568-3700

RICHARD J. DALEY COLLEGE
75 South Pulaski Road
Chicago, IL 60652
(312) 735-3000

HARRY S. TRUMAN COLLEGE
1145 West Wilson Avenue
Chicago, IL 60640
(312) 878-1700

URBAN SKILLS INSTITUTE
3901 South State Street
Chicago, IL 60609
(312) 624-7300

WILBUR WRIGHT COLLEGE
3400 North Austin Avenue
Chicago, IL 60634
(312) 777-7900

COLLEGE OF DUPAGE
Lambert Road & 22nd Street
Glen Ellyn, IL 60137
(312) 858-2800

COLLEGE OF LAKE COUNTY
19351 West Washington Street
Grayslake, IL 60030
(312) 223-6601

DANVILLE JUNIOR COLLEGE
2000 East Main Street
Danville, IL 61832
(217) 443-1811

ELGIN COMMUNITY COLLEGE
1700 Spartan Drive
Elgin, IL 60120
(312) 697-1000

HIGHLAND COMMUNITY COLLEGE
Pearl City Road
Freeport, IL 61032
(815) 235-6121

ILLINOIS CENTRAL COLLEGE
Route 24
East Peoria, IL 61635
(309) 694-5011

ILLINOIS EASTERN COMMUNITY COLLEGES
233 East Chestnut Street
Olney, IL 62450
(618) 393-2982

COLLEGE OF CONTINUING EDUCATION
R. R, 1
Fairfield, IL 62837
(618) 842-3711

LINCOLN TRAIL COLLEGE
R. R. 3
Robinson, IL 62454
(618) 544-8657

OLNEY CENTRAL COLLEGE
305 North West Street
Olney, IL 62450
(618) 395-4351

WABASH VALLEY COLLEGE
2200 College Drive
Mt. Carmel, IL 62863
(618) 262-8641

ILLINOIS COMMUNITY COLLEGE
R. R. 1
Oglesby, IL 61348
(815) 224-6011

JOHN A. LOGAN COLLEGE
Route 2
Carterville, IL 62918
(618) 985-3741

JOHN WOOD COMMUNITY COLLEGE
1919 North 18th
Quincy, IL 62301
(217) 224-6500

JOLIET JUNIOR COLLEGE
1216 Houbolt Avenue
Joliet, IL 60436
(815) 729-9020

KANKAKEE COMMUNITY COLLEGE
Box 888
Kankakee, IL 60901
(815) 933-9311

KASKASKIA COLLEGE
Shattuc Road
Centralia, IL 62801
(618) 532-1981

KISHWAUKEE COLLEGE
Alta and Malta Road
Malta, IL 60150
(815) 825-2086

LAKE LAND COLLEGE
South Route 45
Mattoon, IL 61938
(217) 235-3131

LEWIS & CLARK COMMUNITY COLLEGE
5605 Godfrey Road
Godfrey, IL 62035
(618) 466-3411

LINCOLN LAND COMMUNITY COLLEGE
Shepherd Road
Springfield, IL 62708
(217) 786-2200

MCHENRY COUNTY COLLEGE
Route 14
Crystal Lake, IL 60014
(815) 455-3700

MORAINE VALLEY COMMUNITY COLLEGE
10900 South 88th Avenue
Palos Hills, IL 60465
(312) 974-4300

MORTON COLLEGE
3801 South Central Avenue
Cicero, IL 60650
(312) 656-8000

OAKTON COMMUNITY COLLEGE
7900 North Nagel Avenue
Morton Grove, IL 60053
(312) 967-5120

PARKLAND COLLEGE
2400 West Bradley Street
Champaign, IL 61820
(217) 351-2200

PRAIRIE STATE COLLEGE
197th & Halsted Streets
Chicago Heights, IL 60411
(312) 756-3110

REND LAKE COLLEGE
R.F.D. #1
Ina, IL 62846
(618) 437-5321

RICHLAND COMMUNITY COLLEGE
100 North Water Street
Decatur, IL 62523
(217) 424-7200

ROCK VALLEY COLLEGE
3301 North Mulford Road
Rockford, IL 61111
(815) 226-2600

SAUK VALLEY COLLEGE
Route 1
Dixon, IL 61021
(815) 228-5511

SHAWNEE COLLEGE
Shawnee College Road
Ullin, IL 62992
(618) 634-2252

SOUTHEASTERN ILLINOIS COLLEGE
R. R. 4, College Drive
Harrisburg, IL 62946
(618) 252-6376

SPOON RIVER COLLEGE
R. R. 1
Canton, IL 61520
(309) 647-4645

STATE COMMUNITY COLLEGE OF EAST ST. LOUIS
417 Missouri Avenue
East St. Louis, IL 62201
(618) 875-9100

THORNTON COMMUNITY COLLEGE
50 West 162nd Street
South Holland, IL 60473
(312) 596-2000

TRITON COLLEGE
2000 Fifth Avenue
River Grove, IL 60171
(312) 456-0300

WAUBONSEE COMMUNITY COLLEGE
Route 47 at Harter Road
Sugar Grove, IL 60554
(312) 466-4811

WILLIAM RAINEY HARPER COLLEGE
Algonquin & Roselle Roads
Palatine, IL 60067
(312) 397-3000

Illinois Career Guidance Handbook

COOPERATIVE EDUCATION

Introduction

Counseling services are important during all stages of a student's career development. Prior to entering cooperative vocational education, students need information about occupations and the various educational programs which will fulfill their needs. Guidance personnel need to work together with teachers and vocational coordinators to provide the most appropriate educational experiences for serving students' vocational needs. Guidance personnel should be knowledgeable about cooperative vocational education and its value for students with various patterns of interest and abilities. It is important for counselors to keep informed of the progress of individual students and observe cooperative vocational education in operation.

Although the primary responsibility of enrollment, placement, and follow-up usually rests with the teacher-coordinator, there should be open lines of communciation with all of these potential resources of assistance in order to optimize the opportunities of and career development of students. Of particular importance is the guidance counselors' relationship with the teacher-coordinator. Successful guidance counselors have found that if they really want to provide support and assistance to teacher-coordinators, they must take definite steps to develop understanding and cooperative working relationships. The following are practices guidance counselors need to perform or understand to be successful in establishing good working relationships with teacher-coordinators.

- Provide assistance during initial planning stages of cooperative vocational programs.

- Provide assistance on such matters as scheduling, recruitment, student selection, program development, and evaluation.

- Keep informed about program activities, student progress, business and industry relations to school programs, local occupational opportunities, and other relevant information.

- Recognize cooperative vocational education as a method of instruction which can be applied to a variety of content areas and levels of instruction from occupational information programs to career preparation programs.

- Visit the related class, attend advisory committee meetings, accompany teacher-coordinators on training station visits, attend youth organization functions, and talk with students who are enrolled in cooperative vocational education.

- Make contact with employers and employees representing all facets of the community and utilize resource speakers from the employing community for group guidance activities.

- Help students recognize their interests and aptitudes through interpretation of school records and test profiles and advise on the advantages and disadvantages of enrolling in cooperative vocational education.

- Work with teacher-coordinators in selecting students who meet the cooperative method criteria and will profit from this type of educational plan.

- Work with teacher-coordinators in matching student's interests, needs, and abilities to the appropriate training station making sure this is done free of sex bias.

- Understand local, state, and federal labor regulations that apply to student learners in cooperative vocational education programs.

Counselors can play a positive role in determining need for cooperative vocational education through use of follow-up studies and analyzing needs of presently employed students.

Counselors should conduct follow-up studies which show the employment histories of graduates and dropouts. If follow-up studies show that the unmet needs of graduates and dropouts could be served by cooperative vocational education, a school has justification for initiating the cooperative vocational education method. Factors which may justify instituting cooperative vocational education are:

1. Periods of unemployment after leaving school
2. Series of unrelated entry level jobs
3. Subminimal incomes relative to cost of living
4. Expressed needs for training that could have been met through cooperative education.
5. Occupations performed which are best learned through cooperative vocational education.

Counselors need to be cognizant of needs of students within the school. The following factors should be considered in justifying the need for cooperative vocational education:

1. Students' career plans and interests.
2. Students' plans for further education.
3. Students' interests in occupations for which training can be provided.
4. Students' needs to work in order to remain in school or while obtaining further education.
5. Students' type of part-time employment, hours worked, and income earned.
6. Students' perceived relevance of school's offerings for personal needs.

Target Population To Be Served

In spite of the many assets of cooperative vocational education, no one organizational plan encompasses all vocational education needs simultaneously. There are many somewhat conflicting purposes and expectations for cooperative vocational education held by individuals and groups which may cause dissatisfaction later unless choices are made at the outset of planning. It is important that selected purposes are well understood by counselors in addition to other parties involved because their inputs will vary with their concept of what cooperative vocational education is to achieve. There are at least two sets of considerations from which choices should be made--the vocational attitude continuum and the school attitude continuum.

The students' vocational attitude continuum ranges from non-vocational to entirely vocational purposes as follows:

- To attend school on a half-day basis (non-vocational interest).
- To earn money in order to remain in school (non-vocational interest).
- To develop the necessary social skills and career attitudes and habits necessary for employment toward or entry into other vocational training plans.
- To develop a viable career plan based on realistic self-appraisal and accurate occupational information.
- To develop a well-balanced combination of vocational capabilities that enables advancement more rapidly into a satisfying career.

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The student's school attitude continuum varies from those who are anti-social and who may or may not be enrolled in school to those who are highly dedicated, socially sensitive, semi-professionally oriented. Purposes within this range are as follows:

- Young dropouts and potential dropouts who are not concerned with earning a living.
- School dropouts and potential dropouts who realize the need for earning a living but who lack the understanding of social and vocational capabilities necessary for employment tenure.
- School dropouts and potential dropouts who are willing to work and to develop the social and vocational capabilities necessary for employment tenure but have unrealistic or poorly selected career goals.
- Regularly enrolled students at all educational levels who are conscious of the need for career plans and are pursuing understandings which will lead to satisfying careers.
- Regularly enrolled students at all educational levels who have well-chosen career plans.

Figure 1 illustrates a comparison of student target groups, objectives, grade levels, and various types of cooperative vocational education organizational plans in operation in the State of Illinois.

Projects Underway

"Analysis of Problems in Cooperative Education," Dr. William Campbell, Southern Illinois University, Edwardsville.

"Development of Employee Employer Cooperative Education Handbook," Dr. John Savage, Western Illinois University.

"Development of Teacher-Coordinators for Cooperative Education," Dr. William Gooch, Southern Illinois University, Carbondale.

"Development of an Interrelated Cooperative Education Studies Curriculum," Mr. Larry Lowe, Normal Community High School.

FIGURE 1

TARGET POPULATION TO BE SERVED

COMPARISON OF STUDENT TARGET GROUPS, OBJECTIVES, AND VARIOUS TYPES OF REIMBURSABLE COOPERATIVE VOCATIONAL EDUCATION ORGANIZATION PLANS IN THE STATE OF ILLINOIS

TYPE OF COOPERATIVE VOCATIONAL EDUCATION ORGANIZATIONAL PLAN	MAJOR PROGRAM GOALS AND OBJECTIVES	MAJOR STUDENT TARGET GROUPS	USUAL GRADE LEAVE
SPECIAL NEEDS COOPERATIVE VOCATIONAL EDUCATION			
WORK EXPERIENCE CAREER EXPLORATION (WECEP)	1. BROADEN OCCUPATIONAL ASPIRATIONS AND OPPORTUNITIES 2. AID IN SELECTING AN OCCUPATIONAL FIELD	STUDENTS WHO WANT OR NEED ASSISTANCE IN SELECTING AN OCCUPATIONAL GOAL OR OBJECTIVE	8-10
COOPERATIVE WORK TRAINING (CWT) SECONDARY WORK EXPERIENCE PROGRAM (SWEP) HANDICAPPED EARLY SCHOOL·LEAVER	1. MATURATION EXPERIENCES 2. SOCIAL EXPERIENCES 3. CONTROL EMPLOYMENT 4. EMOTIONAL STABILITY	1. STUDENTS WHO ARE POTENTIAL DROPOUTS OR HAVE DROPPED OUT 2. STUDENTS WHO WANT TO GET OUT OF SCHOOL EARLY	10-12
REGULAR COOPERATIVE VOCATIONAL EDUCATION			
AGRICULTURE RELATED OCCUPATIONS (ACE OR ARO) HEALTH OCCUPATIONS (HO) HOME ECONOMICS OCCUPATIONS (HERO) MARKETING AND DISTRIBUTION OCCUPATIONS (DE) OFFICE OCCUPATIONS (OO OR OE) INTERRELATED COOPERATIVE VOCATIONAL EDUCATION (IR) INDUSTRIAL ORIENTED OCCUPATIONS (ICE)	1. DEVELOP COMPETENCIES NEEDED FOR EMPLOYMENT IN CHOSEN OCCUPATIONAL FIELD 2. MOTIVATIONAL EXPERIENCES 3. SOCIAL EXPERIENCES 4. EMOTIONAL STABILITY 5. BROADEN OCCUPATIONAL ASPIRATIONS 6. AID IN SELECTING OCCUPATIONS 7. EARN MONEY TO CONTINUE EDUCATION 8. CONTROL EMPLOYMENT	ALL STUDENTS WHO WANT, NEED, AND CAN PROFIT FROM COOPERATIVE TRAINING AND VOCATIONALLY ORIENTED "CLASSROOM" INSTRUCTION	10-12

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Illinois State Board of Education Thrusts

Projects completed:

- Handbook for Cooperative Vocational Education in Illinois
- Annotated Bibliography of Instructional Materials in Cooperative Vocational Education
- A Guide for Planning, Organizing, and Utilizing Advisory Councils.

Copies of the materials may be obtained by writing to the address below:

East Central Network/Illinois Vocational
Curriculum Center
Sangamon State University
Springfield, IL 62708
(217) 786-6375

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

Funds Available

Regular and Special

- Illinois State Board of Education
  100 North First Street
  Springfield, IL 62777
  Mr. James Galloway, Assistant Superintendent
- CETA
  Department of Commerce and Community Affairs
  320 West Washington
  Springfield, IL 62706
  Phone: (217) 782-1730

Example Programs

Contact: Illinois State Board of Education
100 North First Street
Springfield, IL 62777

for information on exemplary programs and their locations.

Illinois Career Guidance Handbook

DECISION MAKING

Introduction

In the past, career guidance predominantly consisted of information dissemination; a definite trend emphasizing decision-making skills in career development presently exists. Researchers have shown that decision making can be taught, and counselors are in a pivotal position to perform this educative function. On the other hand, it has been argued that vocational choice is largely intuitive, and an analysis of decision-making models does not show one model to have more impact than others. Yet, this appendix offers specific concepts which can assist the counselee in generating appropriate decisions.

As counselors search for practical approaches to assist the counselee who says, "I'm a senior; now what do I do?" (or any statement indicating that a transition is taking place), they can benefit by recognizing five commonly held beliefs that limit counselees' active role in the decision-making process.

1. Counselees have rightly been told they can be anything, but internalize that perspective as "I can do everything," and as a result, fail to sift out their many options and resist making timely decisions.

2. Not realizing the limitations of vocational tests, counselees say, "I want to take one of those tests that will tell me what to do for a career." By placing too much confidence in the predictive power of vocational tests, the counselee loses a sense of personal power and confidence in making decisions.

3. Counselees say, "I'll wait till I finish school or this job and then I'll decide." Unfortunately no decision becomes a decision, and immediate economic survival demands the person take random jobs while career direction is negated or forfeited. Planning gets lost to everyday living, and worker satisfaction rests unexplored and frequently unobtained.

4. Counselees say, "I know what I want to be because I saw one once." Counselees frequently come to counselors with undernourished career experiences and vocabularies. In return they grasp false security in a job title or major which only temporarily relieves them of the stress and effort needed in active decision making.

5. Counselees say, "I don't need to make a decision; I'm gonna hang loose." Much of the literature reinforces such thinking; but for too many students, hanging loose becomes simple hanging.

Teachable Concepts

Not being able to acquire all relevant information, counselees often select data which they deem important, readily available, or important to significant others. Unless counselees are encouraged to check for inaccurate, irrelevant, or unreliable data, the counselee relies on fate rather than on rationality. The willingness to actively seek information occurs as the counselee becomes more self-accepting, reinforced for making decisions, and challenges myths that limit alternatives. As counselees internalize their power to have and generate choices, they take more responsibility for shaping their role in the decision-making process. This empowering of the decision maker through the following steps makes the counselor effective and teaches the counselee a strategy for future decisions:

1. Define the Problem
2. Generate Alternatives
3. Gather Information
4. Use Information-Seeking Skills
5. Use Sources of Information
6. Process Information
7. Make Plans and Set Goals
8. Implement and Evaluate Plan

Counselees working through this process are best served by taking a "why not me attitude," as they set goals. Counselors need to help counselees see that they have the responsibility to make their own future, and answer the questions (1) Who have I talked to? (2) What am I doing? (3) What have I read? (4) Who have I interviewed? (5) What have I tried? as they seek information.

Counselors are being unrealistic if they expect individuals to make decisions about what they should do in the future when they believe that they are powerless to affect what happens to them today.

Self-Defeating Thoughts That Limit Alternatives

Selecting a career, choosing a training program, seeking information from superiors, and other vocational decisions can cause anxiety, frustration, and inhibit consideration of additional alternatives. Counselors need to recognize such stress and dispute the irrational thoughts which interfere with rational decision making. Disputation of the following self-statements can make the counselor more helpful to counselees as they work through the decision-making process.

1. There is always a correct decision, and it is catastrophic if it is not found.

2. It's awful if I fail or get rejected. I can't stand being rejected, for being rejected means that I'm a rotten person. I'll never get what I want and always do poorly.

3. I shouldn't make a decision until I have a guarantee that everything will work. And if it doesn't, then I am an incompetent and less valuable person.

4. I need the approval of others if I choose one thing over another, for my worth is tied to how pleased others are with me and my decisions.

5. The decision will be easier if I put it off. I won't have to deal with it, or it will be easier, or it will go away if I wait long enough.

6. I've made past decisions, and I was treated wrongly or unfairly. It's not worth it to get involved, seek information, or try something again; for once I've failed, I will always fail in the future.

7. I made a decision and things didn't change right away, so it must have been the wrong decision. Things should happen quickly and without undue effort or pain.

8. Others ought to be considerate of my needs and feelings and act in a manner that I consider fair when I seek information. And when they don't, they are rotten people and should be treated as such.

Illinois State Board of Education Thrusts

Projects Completed:

ECCMS Special Bibliography in Vocational and Career Education on Personal Preparation, Attitudes, and Skills

Expanding Career Horizons

Example Programs

College Entrance Examination Board. Deciding. A decision-making program for students. Princeton, New Jersey: Publications Order Office, CEEB, Box 592, 08540, 1972.

Miller-Tiedeman, A. Decision-Making Organizer. DeKalb, Illinois, the author, 1979.

Appalachia Educational Laboratory. The AEL Career Decision Making Program. Charleston, West Virginia, 1978.

EAST CENTRAL NETWORK/ILLINOIS
VOCATIONAL CURRICULUM CENTER

Introduction

All vocational educators at one time or another have need for information regarding research and development activities for purposes of upgrading curriculum and instruction. The East Central Network is a clearinghouse of information regarding vocational curriculum and will provide inservice, bibliographies, and free-loan materials to vocational educators on request. It is a regional center in that it is funded by the Federal Department of Education to provide services to the twelve (12) states of Wisconsin, Minnesota, Illinois, Indiana, Michigan, Ohio, Virginia, West Virginia, Pennsylvania, Maryland, Delaware, and Washington, D. C.

Targeted Population

The regional responsibilities of the Network are to work intensively with the 12 State Liaison Representatives (SLRs) and the SLRs in turn work within their stages. Since the Network is in Illinois, the center serves Illinois directly and may be used to help locate new materials in adult, vocational, and career education. Teachers wishing to revise their curriculum and new teachers find the Network most helpful. Previous work done in other states is often helpful to staff with responsibilities for personnel development within the district or school. And administrators often call on the Network to provide updated information on management and administrative issues such as locally-directed evaluation or trends in placement.

Illinois State Board of Education Thrusts

Curriculum has always been a priority within Illinois vocational education, and recently the Illinois Department of Adult, Vocational and Technical Education joined a curriculum consortium, V-TECS, which provides catalogs of task listings and performance objectives. The Network provides intensive loan, search, and inservice workshops within Illinois at no charge. The Network also provides supportive services to its parent section, the Research and Development Section, in priority setting and resource availability. All products of Illinois developmental activities become part of the Network collection as well as the resource and reference materials purchased with Illinois project funds during development.

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The East Central Network serves as a clearinghouse for general information regarding the Illinois vocational education program and will direct requesters to the appropriate person or resource. In this way the Network works closely with the Curriculum Publications Clearinghouse located at Western Illinois University which sells Illinois materials on a cost recovery basis.

Funds Available

The East Central Network is a service-oriented entity designed to provide information and resources for the purpose of improving and upgrading vocational curricula. It does not develop curricula nor does it fund development efforts. It can, however, assist in identifying potential or established sources of funding.

Example Programs

Areas of the State which most often use the East Central Network are those in which workshops on the Network have been given on an institute day or at a local conference. These users call the East Central Network to have materials sent to them or they visit the Center as a curriculum revision committee. References to the utility of the East Central Network resources can be found in the following:

Sycamore High School
Spartan Trail
Sycamore, IL 60178

Donald H. Rich, Supt.
Sycamore Community Schools
(815) 895-4512

Southeast Career Ctr.
114 E. Washington Ave.
Flora, IL 62839

Jim Henry, Director
(618) 662-4476

J. B. Johnson AVC
42 Hummbert Road
Alton, IL 62002

Dean Browning,
Director
(618) 463-2153

CALL, WRITE, OR VISIT THE EAST CENTRAL NETWORK TO FIND NEWLY DEVELOPED CURRICULUM MATERIALS!

Ask for: Susie Shackleton, Librarian
Rebecca Douglass, Project Director
Alani Nesler, Film Library Aide
Sandy Moore, Coordinator

EAST CENTRAL NETWORK/ILLINOIS
VOCATIONAL CURRICULUM CENTER
Sangamon State University
Springfield, IL 62708
(217) 786-6375

APPENDIX A11-1

Illinois Career Guidance Handbook

GUIDANCE AND COUNSELING

ILLINOIS STATE BOARD OF EDUCATION

Introduction

Guidance and counseling as a State Education Agency program is addressed through a committee approach. The committee, comprised of State Board of Education staff representing departments relating to guidance and counseling, was appointed by Dr. Nelson Ashline, Executive Deputy Superintendent, Illinois State Board of Education in October 1978. Mr. Joseph Fisher, Assistant Superintendent, Department of Specialized Educational Services, serves as committee chairperson with Sheryl Poggi assigned as staff person to the committee. The purpose of the guidance and counseling committee is to coordinate guidance and counseling services at the State Education Agency level.

The committee members and their respective departments are: Betty Brodbeck, Professional Relations; Ken Brooks, LEA Services; Pat First, Policy Planning and Analysis; Joan Gardner and Nancy Harris, Adult Vocational and Technical Education; Lee Patton, Program Services; Sheryl Poggi, Department of Specialized Educational Services; and Warren Lionberger, Federal and State Grants.

Target Population

The committee members and respective departments serve a variety of target groups. The Department of Specialized Educational Services serves students 3-21, Professional Relations serves institutes of higher education and adults seeking certification, LEA Services provides assistance to local school district administration and staff, Adult, Vocational and Technical Education serves students K-12 and adults, and Federal and State Grants and Program Services and Policy Planning and Analysis are internal State Education Agency support/regulatory departments. All departments communicate and cooperate with several professional organizations to include the Illinois Guidance and Personnel Association, the Council for Exceptional Children, the American Personnel and Guidance Association, the Illinois Vocational Association, and the American Vocational Guidance Association.

Additionally, the Department of Specialized Educational Services has a Pupil Personnel Services Advisory Board consisting of 15 field representatives from psychology, nursing, social work, and counseling. The purpose of the board is to provide a formal structure for communication between the Illinois State Board of Education and Pupil Personnel Services professionals.

APPENDIX A11-2

Illinois Career Guidance Handbook

Illinois State Board of Education Thrusts

1. Pupil Personnel Services Recommended Practices and Procedures Manual

One major project currently underway is the development of a Pupil Personnel Services Recommended Practices and Procedures Manual. The Department of Specialized Educational Services in cooperation with the Pupil Personnel Services Advisory Board have initiated a two year effort to develop this manual. The purpose of the manual is to provide practical, efficient guidelines for the design and delivery of pupil personnel services.

Rosemary Dustman, Director of Pupil Personnel Services, Bloomington Public School District 87, and Garry Walz, Director and Professor of Education, Counseling, and Personnel Services Clearinghouse, University of Michigan, are on contract with this office to plan and coordinate the process and edit the content of the manual. Ten individuals are developing the content of the five major components: guidance and counseling, school social work, school nursing, school psychology, and pupil personnel services overview and administration. A reaction committee composed of pupil personnel services personnel, general educators, and special educators will review and react to all materials developed. The Pupil Personnel Services Advisory Board will also serve in a reactive capacity. Plans include a variety of ways to assure broad participation and input from other Illinois educators.

For further information on how you can become involved in this statewide effort, contact Sheryl Poggi, Illinois State Board of Education, Department of Specialized Educational Services, 100 North First Street, Springfield, IL 62777.

2. Student Scheduling Project

During the 1978-79 school year, the Illinois State Board of Education Data System Section used computers to assign more than 25,000 students to classes in 35 Illinois schools. The Student Scheduling Project is a computer service offered to assist counselors and administrators in junior and senior high schools. Prior to each scheduling year, school representatives attend a series of workshops on data preparation, master scheduling design, optimum class loading techniques, and resolution of potential student conflicts.

Data is prepared at the local site and forwarded to the Illinois State Board of Education for computer processing. The computer service provides administrators and counselors with the tools of student scheduling: a tally, conflict matrix, class loading report, and conflict analysis. Consulting assistance in matters relating to computer operations is also available to those administrators and counselors who have not used a computer service for scheduling students. At the conclusion of the scheduling process, administrators and counselors receive computer printed class lists, study hall lists, teacher load reports, room assignments, and individual student schedules.

While assisting school districts with their individual student scheduling problems, the Illinois State Board of Education is also performing the function of educating school district personnel in the use of data processing techniques for effective administration of the local education agency.

Additional information can be obtained by writing to the Illinois State Board of Education, Data Systems Section, 100 North First Street, Springfield, IL 62777.

3. Program Service Teams

An important component in making two-way communication a reality between counselors in the local school districts and the Illinois State Board of Education is the work of the Program Service Teams. Five Program Service Teams situated in regional offices around the state serve all of the 1,012 school districts in Illinois.

The Program Service Teams staff members are the primary Illinois State Board of Education consultants to the local schools. As such, they offer planning and problem solving services, as well as program development assistance. The major portion of their time is spent identifying and locating resources which local districts need whether these are materials or professional specialists in various program areas. The role of the Pupil Personnel Services staff located in the central Springfield office is to develop pupil personnel information and materials and to serve as the pupil personnel resource specialists to the Program Service Team consultants. Each regional Program Service Team has a Pupil Personnel Services liaison who meets once a month with the Springfield office staff to exchange information.

The Program Service Team offices and managers are listed here. A contact can be made to the closest regional office to determine the name of a particular district consultant.

Chicago Region I
Ms. Jean Donahue
Manager
188 West Randolph
Chicago, IL 60601

DeKalb Region II
Mr. John Stoudt
Manager
Northern Illinois
University Campus
Graham Hall, Room 422
Post Office Box 625
DeKalb, IL 60115

Springfield Region III
Ms. Nan Spaulding
Manager
100 North First Street
Springfield, IL 62777

Champaign Region IV
Dr. Jerry Foster
Manager
3 Henson Place
Champaign, IL 61820

Mt. Vernon Region V
Mr. Richard Haney
Manager
Mt. Vernon, IL 62864

4. PPS Report Form

In April 1979, a Pupil Personnel Services report form was distributed to the approximately 6,000 Pupil Personnel Services professionals in Illinois. The form requested information relating to the following areas: general personal information, activities performed, number of students served, professional development, professional concerns, and identification of services the state office should provide. Approximately 4,000 forms were returned and analyzed. A copy of the report is available by contacting Sheryl Poggi at the Illinois State Board of Education. The form is currently under revision for further use. It is anticipated that regional inservice workshops will be provided utilizing the report analysis as a data base for planning.

5. Guidance and Counseling Study

The Illinois State Board of Education has chosen guidance and counseling as an issue for policy study. A two-year study has been proposed. Details of the focus and method of study will be available this spring (1981). Contact Sheryl Poggi for further information.

6. Teacher Service Records

The Teacher Service Record (TSR) is a data gathering instrument distributed by the Illinois State Board of Education, Research and Statistics Section to local school districts. The instrument is completed by district administrators for all certificated personnel (including counselors) employed by that district. Information gathered includes: name, district, sex, race/ethnic origin, birth date, certificates held, months employed, years of experience, degrees held, grade level served, salary, percent of time employed, main position, teaching assignments or program areas and reasons for termination or leave of absence. Don Corrigan of the Research and Statistics Section of the Illinois State Board of Education should be contacted for further information.

7. Career Guidance Centers

The Illinois State Board of Education, Department of Adult, Vocational and Technical Education, initiated the establishment of 19 Career Guidance Centers in January, 1978. These centers are located throughout Illinois and provide a variety of career guidance services to all local educational agencies, both public and private universities and colleges, as well as other public and private agencies involved in career guidance, and to out-of-school youth and adults. Please contact the Department of Adult, Vocational and Technical Education for further information (also see Appendix A4).

8. Illinois Centers for Educational Improvement

The Department of Educational Innovation and Support recently established seven supplementary centers to assist in the provision of vitally needed educational services, not available in sufficient quantity or quality, such as needs assessment, resource identification, inservice training, and follow-up activities to local educational agencies. These supplementary centers will provide LEAs with technical assistance for the purpose of: (1) conducting systematic needs assessment; (2) reviewing available resources and developing appropriate needs/resource matches; (3) providing appropriate inservice training to facilitate items one and two and the adoption of successful programs; (4) conducting formal follow-up activities, including evaluations for both VEA supplementary centers activities. Listed below are the centers and their respective directors.

Virginia Giles
Project Director
Chicago Board of Education
Room 1114
228 North LaSalle
Chicago, IL 60601

Larry Chase
Project Director
Northwest Educational Cooperative
500 South Dwyer Street
Arlington Heights, IL

Harold Berjohn
Project Director
Peoria Public Schools
3202 N. Wisconsin Ave.
Peoria, IL 61603

Deane Willey
Project Director
St. Clair County Educational Annex
1505 Caseyville Avenue
Belleville, IL 62221

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Larry Goldsmith
Project Director
1010 West Main
Marion, IL 62959

Dan Mash
Project Director
240 S. Franklin Street
Decatur, IL 62523

Jerry Maring
Project Director
Northwestern Illinois
Association
145 Fisk Avenue
DeKalb, IL 60115

Example Programs

Efforts to identify and distribute information on example programs are through Federal and State Grants and the Media and Resource Center of the Illinois State Board of Education. Each year a summary of the approved Title IV ESEA, Part C projects is published in a booklet entitled Wings of Progress. Copies of the booklet are available by writing to Dr. James Mendenhall, Illinois State Board of Education.

The Illinois Resource and Dissemination Network located in the Media and Resource Center has data bases containing descriptions of educational programs, projects, practices, products, documents, and human resources throughout the state. All requests for these services should be channeled through the Program Service Team representative in the appropriate regional office. (See Illinois State Board of Education Thrusts.)

PLACEMENT CENTER: HOW TO ORGANIZE

INVOLVING CETA, WITHIN AN AREA VOCATIONAL CENTER

Introduction

A placement service has always been considered an important aspect of a guidance program. Until recently the emphasis was on educational placement. Today the trend is to expand the guidance services to include job placement as an integral part of student services. Since the primary purpose of an area vocational center is to provide high school students (preferably juniors and seniors) with employable vocational skills for entry level jobs upon completion of high school, the need for a job placement office within an area vocational center becomes increasingly important. A job placement program can provide students with comprehensive assistance in their search for either full-time or part-time jobs. It can also provide some of the following benefits:

--Assist school districts which are mandated by the Vocational Education Amendment (1976) to fulfill their placement mission. Key agencies such as Job Service can provide professional job placement services without cost to the school system.

--Provide a comprehensive and systematic job placement program for youth within their own school.

--Provide up-to-date occupational and labor market information for use in the school's career education resource program.

--Insure a fuller use of job orders (1) by bringing a broader range of job orders into the school, and (2) by assisting vocational instructors in filling job orders developed and/or received by school personnel.

--Establish a productive working relationship between Job Service and instructors of vocational programs.

--Encourage greater cooperation between the area vocational center and local business and industry.

--Outstation (at no cost to the vocational center) a Job Service representative within the school one day per week, up to five days per week.

Steps for Implementing a Job Placement Program

The following six steps are recommended procedures as directed by the Bureau of Employment Security, Illinois Job Service, Local Office Bulletin No. 3349, 10-24-79.

--Meeting between Job Service office manager and school director to discuss possibilities of a youth job placement program.

--Survey of youth attending a vocational center as well as local business and industry to determine need for such a program.

--Develop structure for services to be provided.

--Meeting between Job Service and area vocational center to discuss structure and write proposal.

--Selection of staff.

--Develop publicity for employers and local community.

Upon finalization of the contractual agreement between Job Service and the area vocational center, a team consisting of a Job Service Supervisor, Job Service Specialist, Area Vocational Center Director, and Vocational Coordinator will be responsible for outlining a plan to implement the job placement program. The team will have the responsibility of identifying needs and determining who will be responsible for these needs.

Responsibilities of the Job Service Specialist

--To provide job placement assistance to youth, helping them to make a smooth transition from school to the world of work.

--To assist students in finding part-time jobs during the school year, summer jobs between school years, and full-time permanent employment after graduation if there is no continuance to attend post-secondary schooling on a full-time basis. (All former students are encouraged to return to the placement office for assistance in finding a job or in making a job change.

--To assist any individual in the community who is actively seeking meaningful employment.

--To register and interview all students. (Every student seeking a job is required to fill out a job application form which is kept on file in the placement office for a minimum of five years.)

--To develop procedures for keeping the proper records both for Job Service and the area vocational center.

--To publicize the entire job placement program to vocational center staff, students, and local community.

a. Presentations are made at faculty orientations at the beginning of each school year.
b. Presentations are made to every vocational class (in the Job Placement Office) at the beginning of each school year.

--To insure all students and instructors are made aware of all job openings.

a. Job orders are posted on bulletin boards in the placement office.
b. Job orders are forwarded to instructors in related program areas.
c. Use of Job Bank System (computerized system of job listings) increases job opportunities available.

--To counsel students regarding job interview techniques and all aspects of job readiness in preparation for prospective employment.

--To follow up on all students referred to job interviews. (Contact is always made with a prospective employer to discuss a student's qualifications before job referral.)

Responsibilities of Area Vocational Center

--To provide office space, telephone, clerical help, and any equipment needed by the Job Service Specialist.

--To provide coordination between Job Service and the area vocational center instructors and students.

--To provide, as needed, release of any information to the Job Service Specialist regarding students for purpose of counseling and job placement.

--To provide students with job-ready skills for entry into the labor market.

--To conduct follow-up studies on the effectiveness of the vocational programs (i.e., the percentage of students who are employed in training-related jobs, non-training-related jobs, and/or continuing their education).

Target Population To Be Served

The Job Service Office within the area vocational center provides job placement assistance to area vocational center students as well as any individual in the community seeking employment.

Referrals are made to the Job Service Office from local high schools who do not have a comprehensive job placement office and from other agencies/programs such as C.E.T.A., Division of Public Aid, Division of Vocational Rehabilitation, etc.

Example Programs

Illinois Job Service
Lake County Area Vocational Center
19525 W. Washington Street
Grayslake, IL 60030

Contact Person: Ms. Mary Edmunds
Phone: (312) 223-6681, ext. 245

NOTE: Further information can be obtained from the "Cooperative School Placement Program Guidelines and Agreement," Local Office Bulletin No. 3349 by contacting the Illinois Job Service local office manager or by contacting John J. Smith, Superintendent, Illinois Job Service

McHenry High School
4724 West Crystal Lake Road
McHenry, IL 60050

Contact Person: Mrs. Barbara Ludwig
Placement Director
Phone: (815) 385-7077

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ILLINOIS RESOURCE AND DISSEMINATION NETWORK

Introduction

The Illinois Resource and Dissemination Network (IRDN) is a dissemination capacity building project to aid in the development or enhancement of a comprehensive program for the dissemination of the results of educational research and of new and improved practices and products in education.

The general goal of the network is to provide resources and information from which local education agencies can solve educational problems or meet educational needs.

One of the main reasons for the successful operation of IRDN is the cooperation and consolidation of both internal and external dissemination efforts. The IRDN furthers its service capacity through cooperative arrangements with other Illinois State Board of Education sections, with external agencies, and its own data base and information product development. As these efforts continue, information dissemination for Illinois schools will progress.

The Information system of the Illinois Resource and Dissemination Network consists of computer searching, acquisition of educational information, and dissemination of resources to the local education agencies. The Illinois Resource and Dissemination Network has computer access to over one hundred data bases of various information systems.

However, the Illinois Resource and Dissemination Network is extending its resource services by establishing data bases of information unique to Illinois. These data bases contain descriptions of educational programs, projects, practices, products, documents, and human resources throughout the state. The Illinois data bases are computerized and searchable through the PLATO system from the University of Illinois.

This development of a central depository for Illinois resources is a cooperative effort for sharing information state-wide. Three data bases have been developed: Promising Practices Data Base, Documents Data Base, and Human Resources Data Base. Each of these contains information specific to Illinois and available for on-site visits, consultations, adoption/adaption, or replication. This sharing of resources is a primary objective for the Illinois Resource and Dissemination Network and can be better accomplished through a state-wide cooperative effort.

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Each year it is necessary to continue the development of existing data bases as well as to begin development of new ones, so that the resource bank is perceived as relevant, diverse, and plentiful for meeting client needs. Expansion of existing data bases will require cooperation across agency programs, and ownership in the service itself. Development of the Illinois State Board of Education documents data base will require central dissemination of resources and lead to a model dissemination program. It is believed that an LEA documents data base will provide for more ownership by the user and credibility for the service operation. Experience has shown that the perceived importance of a service will reflect the extent of use of that service, thus these data bases are proposed as a service perspective to LEA administrators. This service assists in marketing the total service in a theme of having something for everyone.

IRDN can better serve Illinois school districts through a coordinated effort linking internal personnel and resources for a more complete response to client requests. IRDN easily communicates with the Program Planning and Development (PPD) Section personnel and the Program Service Team (PST) since all three sections are administered under one manager. But IRDN proposes to contact other Illinois State Board of Education (ISBE) sections as much as possible to serve client needs. The Illinois Resources Data Bank contains many programs and consultants relevant to internal sections. The IRDN also plays a more active role with other ISBE sections through enlistment of their assistance in development of products for dissemination. An advisory council for dissemination strategies is another internal agency involvement which IRDN is developing.

The IRDN resource bank is further expanded through its association with external resource services. One of these agencies is CEMREL, an educational laboratory which provides technical assistance and services to the states in its region. IRDN can acquire additional information from CEMREL to supplement its own resources for product development. IRDN can likewise receive services from the Research and Development Exchange or from two of the ERIC Clearinghouses located in Illinois. Other agencies and professional organizations become involved as IRDN assumes a more pro-active role in regional dissemination techniques.

A logical co-existence has been established with the Illinois Centers for Educational Improvement (ICEI). These centers are funded by Title IV and have a direct line of communication to ISBE via the Title IV Section. These centers have been in operation since September 1978, and the extent of IRDN's cooperation with them is still being realized. The IRDN has made an effort to focus on areas of interest to the ICEIs.

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A more direct relationship with these centers is being established as regional needs and training events are planned. These centers serve as a valuable asset in providing financial and human resources to local educational agencies. Because the centers have direct access to IRDN, they work cooperatively to serve local school districts. Through its efforts the IRDN has greatly increased the capacity of the agency to consolidate and coordinate services available to the local education agencies.

The file expansion capability that has been discussed allows IRDN to provide more relevant readi-reference packages and customized resource packages developed for specific regional events. This should increase the utilization of resources locally and impact school improvement efforts in a very positive way.

Readi-reference packets are a dissemination product of the IRDN. These packets contain searches, bibliographies, brochures, articles, and microfiche documents on topics of considerable interest. Readi-reference packets have been prepared in areas such as: Spelling, Study Skills, Listening, Reading Comprehension in Content Areas, Competency Based Education, Educational Finance and Management Skills. In addition, packets have been developed in areas of Multi-Ethnic Minority Awareness and Accessibility of Facilities and Programs for the Handicapped. These packets are distributed to Program Services Teams for their use with local educational agencies.

IRDN also produces a bi-monthly newsletter, "The Source." The newsletter is topical; each issue focuses on a particular educational concept. Subjects covered so far include nutrition education, metric education, arts in general education, class management, and the basics. The mailing list for the newsletter currently numbers 2028 and reaches every school district in the State, as well as educational service regions and other intermediate service centers.

Topics covered in these disseminable products are determined according to several criteria:

1) Problems identified by the Illinois Problems Index, a needs assessment instrument for school districts to systematically prioritize their problems;

2) Data collected from survey of the educational service region superintendents;

3) Data compiled from reports submitted by the Illinois Centers for Educational Improvement;

4) State Board of Education goals, objectives, and initiatives;

5) Data collected from regional assessment of client requests for search services.

The IRDN products, i.e. readi-reference packets, newsletters, search bibliographies, provide for greater impact since the topics are decided in a systematic manner through adequate assessment of user needs.

Target Population To Be Served

Computer search services of the Illinois Resource and Dissemination Network are available at no charge to Illinois educators--educational service region superintendents, district administrators, teachers, counselors, and other school personnel--for identified school related problems. Local education agencies are the primary clients; university faculty and students should rely on their university libraries for service.

Each of the five regional offices of the Illinois State Board of Education has a staff of educational specialists, Program Service Teams (PST), assigned to specified local education agencies (LEAs). These Program Service Team members act as the linking agents from the local education agencies to the Illinois Resource and Dissemination Network. Persons requesting services should contact the nearest regional office or Program Service Team consultant for their district.

Illinois State Board of Education Thrusts

Projects completed:

Development of an online computer retrieval system of Illinois resources.
Development and dissemination of resource products from identification of clients' needs.
Information about the Illinois data bases and resource products is available from:

Illinois Resource and Dissemination Network
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

Projects underway:

Continued development of the Illinois Data Bases and resource products described above.
Development of a data base for assisting local districts in making enrollment projections.

Funds Available

Services are free; however, no funds are available from this project, but data bases useful in location of funding information and in assistance in project proposal writing are available.

Example Programs

The Illinois data bases contain examples of model programs on a variety of educational subjects.

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INSERVICE FOR GUIDANCE COUNSELORS

Introduction

Implementing a comprehensive career guidance program causes a shift in educational priorities and as such necessitates the development of long-range programs for staff development. Although the school counselor may be the key person for a career guidance program, a successful, comprehensive program must involve the entire school staff and community to some extent. Depending upon the scope of the program, it should be determined who the critical staff and faculty are for getting a staff development plan off the ground. For instance, the vocational teachers are an important group to work with in planning a formal placement program. A curriculum-based career guidance program requires that all faculty be involved in a sequential program of inservice.

If a staff development program is to be successful, it is critical that staff be involved in the following ways: (1) assessing staff needs, (2) designing an appropriate sequence of inservice activities, (3) assisting with the delivery of workshops, and (4) evaluating the success and impact of inservice. This involvement is important because local ownership of the problem will more likely produce ownership of the solutions.

Target Population To Be Served

Given the philosophy that career guidance is a total school function, an inservice program should be directed toward the entire faculty. Teachers, administrators, and counselors should have at the very least an awareness of the activities and services available to students in career guidance and at most an active participation in providing those activities and services.

Illinois State Board of Education Thrusts

Projects completed

Page 2 (Programmatic Approach to Guidance Excellence) Is a resource package designed to provide inservice training materials which enable district participants to assess individual and institutional needs, determine goals, state objectives, decide on appropriate activities, and devise evaluation procedures when planning and implementing career guidance programs. (See Appendix A18.)

Monticello Model for Inservice Staff Development is a handbook on how to design, implement, and evaluate locally-based staff development.

Both available for purchase from:

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455
(800) 322-3905

Career Guidance Center Network has been funded to provide program assistance in all areas of career guidance including the design and implementation of local district inservice. The centers are available to provide consultants and other resources to meet inservice needs. See Appendix A4 for information about which Career Guidance Center serves your region.

Funds Available

Request for Application for Inservice Staff Development
Illinois State Board of Education
Research and Development Section
100 North First Street
Springfield, IL 62777
Phone: 217/782-4620

Career Education Service Centers
Illinois State Board of Education
Special Programs Section
100 North First Street
Springfield, IL 62777
Phone: 217/782-5098

Example Programs

Sample Staff Development Plan

I. Assign a person with the authority to facilitate total inservice effort.

II. Establish a staff development committee within the district.

   A. Include key people from all departments.

   B. Staff development and this committee should be on-going and active throughout the year.

C. Suggested responsibilities and activities for the staff development committee are:

1. Assess inservice needs/wants of staff.

2. Investigate resources (speakers, films, etc.) to be used for inservice.

3. Design a long-range program of inservice activities such as:

    a) provide inservice workshops.
    b) disseminate information throughout year.
    c) develop a related course through a university for which staff could receive credit.
    d) develop committee or group work such as an "adoption" or "adaption" group.
    e) develop individualized professional growth plans for individual staff and faculty.

4. Assist with delivery of inservice activities.

5. Evaluate results of inservice efforts.

Possible Topics for Inservice Programs in Career Guidance
(Several of These May Be Incorporated into the Same Program)

1. Using the Occupational Survival Skills materials (see Appendix A17).
2. Exploring Values: Their development and clarification for career/life planning.
3. Providing learners with pre-employment skills.
4. Eliminating sex bias and sex role stereotyping in career guidance.
5. Using employment trends.
6. Using the community as an aid to career exploration.
7. Providing faculty field trips to local business and industry.
8. Identifying what people need to know to make good career decisions.
9. Planning a job placement program.
10. Following up: where have all the graduates gone?
11. Using various sources of occupational information.
12. Implementing a curriculum-based career guidance program.
13. Meeting career guidance needs of special populations.

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MILITARY SERVICES OPPORTUNITIES

Introduction

The military service is employment, education, and a career--a professional career. The branches of the United States Armed Forces--the Army, Navy, Air Force, Marine Corps, and Coast Guard--organize, train, and equip the nation's land, sea, and air services in order to support the national and international policies of the government.

The "New" Military

A variety of jobs and options are open to both men and women. Between the ages of 17 and 34, an individual may enlist (after passing a physical examination) for periods of time ranging from two to six years. There are jobs for both young men and women--300 or more jobs that have civilian counterparts, plus many more jobs available only in the military such as the Army Tank Unit Commander. There are also many civilian jobs that are filled mostly by ex-military people such as the commercial airline pilot.

There is individual training for each job as well as pay and benefits through on-the-job assignment or through specialized school. Often a combination of both is used to provide the level of training desired by the service involved. The degree to which military training will transfer to civilian work will vary considerably--total applicability in some areas and relatively little carry-over in other fields. In general, the degree is probably much less than that pictured by the recruiters and much less than that hoped for by the prospective enlistees. However, it should be noted that in some career fields the quality of training provided in the military far exceeds what can be acquired in civilian life. The Navy's Nuclear Power Field may be one such special program.

Military careers are somewhat different than civilian careers. First, the student is making a long-term choice--two, three, four, or more years. As of yet, a 30-day trial period does not exist in the military. Secondly, some teens are easily influenced. Students may make a choice because they feel the counselor wants them to go military. It must be the student's individual decision. The client considering the military must be prepared to suffer certain unpleasant consequences, like basic training.

It is difficult for a counselor to know all the opportunities, duties, and requirements for the many jobs in the military service. Yet, scores of written materials are available from all branches of the service and professional service people; and local recruiters are only a telephone call away. The resource people the military provides are, for the most part, indispensable. Also, highly valuable resource people are the local ones--parents and teachers who have served in the military and graduates home-on-leave. Recruiting literature is available, but it says little of the disadvantages of the service; therefore, it is advantageous to use resource people and follow-up studies of alumni now in the military and/or veterans. It may be suggested that interested students tour a veterans' hospital.

The local recruiter always has up-to-date information on training opportunities and is in a position to discuss in detail the student's interest and qualifications as they relate to military occupations and the present availability of jobs.

The all-volunteer system has brought with it guarantees for job training to qualified individuals. Most programs are open to all qualified people whether or not they plan to make a career of the military. More and more young people are considering this training as an alternative to formal education after high school graduation, and the armed services do encourage them to do so.

MINISTRY OF CRIMINAL JUSTICE

Introduction

The Ministry of Criminal Justice program is sponsored by the Illinois United Methodist Church Ministry of Criminal Justice, an Illinois not-for-profit corporation, and other religious bodies in Illinois. Funding for the program is provided by the three Conferences of the United Methodist Church in Illinois, the Illinois Department of Corrections, and private gifts. The staff consists of seven full-time members and three part-time members at the present time and more than 300 volunteers throughout Illinois. There is crucial need for additional staff for the program.

The MCJ program was created with the help of persons and their families who have experienced and realize the need for community support. It is our contention that the church is the most viable resource in the community and has a mission to care for persons--all persons. Therefore, we offer this opportunity to you to become a responsible person to those who need a friend.

Target Population To Be Served

The services of the Ministry of Criminal Justice program are available at no charge for interested offenders and their families if in need of this service.

Example Programs

It is our philosophy that corrections and criminal justice are community programs and that no system can fulfill its expectations without the total involvement of the community. Since each person involved in the criminal justice system is from a community, each community should therefore be involved in all aspects of the system.

We propose that this can be accomplished in the following programs:

Communities Upholding Persons: C.U.P.

The core unit of this program is the local county and its criminal justice system. Local persons in a community become involved with offenders and their families at the point of their need. The community is educated about the problems of the criminal justice system and the role they could play in their neighbors' lives. Some volunteers relate to a particular person in the criminal justice system who may be in the county jail or in one of the state correctional centers. They become his/her friend. Other volunteers work on a localized resource bank so a volunteer can obtain for his/her friend information about a specific social service. The goal is a C.U.P. Chapter in each county in Illinois.

Educational Growth Opportunities: E.G.O.

For more than a decade many who are involved in or with the corrections system have asked: What can I do for the offender? What can be done for this member of the community? What kind of training can we give to prevent future transgressions? How can we develop educational skills to help offenders cope with today's society? We ask: What can we do to help the offenders help themselves? Do they want to help themselves? Can they be helped to understand the situation that led to their incarceration and would they change their behavior if they could? The burden of the responsibility must rest on the individual, as difficult and burdensome as it may seem. He/she may not have influence over the forces or situations provoking these actions, but they do have the responsibility for their decisions in committing these acts.

The E.G.O. Program advances the proposition that social responsibility can exist only with personal responsibility. Each person is an integral part of the community. This program proposes that each person should be helped to understand his/her role and obligation in life.

This program utilizes human growth experiences for correctional center residents in groups of 15, in classroom experiences, for a total of 160 hours. Under the staff of E.G.O., participants are helped toward accepting the responsibility for their decisions, and provided with some choices which may allow them to pursue more productive alternatives in future situations. The E.G.O. program teaches that self-awareness and the contributing behavior we bring to each circumstance is a method to assume these obligations. It shows that control over external factors may not always be possible, but power over our reaction to them is within our command and can be influenced.

OCCUPATIONAL SURVIVAL SKILLS

Introduction

The "knowledge explosion" has raised many questions relating to the current education needs of students which will adequately prepare them for their future work roles. What skills will students use in the future to cope with the changing work environment? The problem appears to be one of identifying general occupational skills and attitudes that are critical to on-the-job success and are applicable to a variety of work situations. If these general skills and attitudes can be identified and taught in the schools, students may be better prepared to cope with the varied and diversified tasks they will encounter in work-related activities in occupations at all levels within an organization.

The primary objective of the Occupational Survival Skills Project was to develop curriculum materials which would accommodate in teaching of occupational survival skills and attitudes (human skills) in vocational education programs at various educational levels.

The following two broad curriculum development objectives were established for developing the curriculum:

1. To prepare materials and activities for teaching students the twenty-one skills identified in the research phase within the context of the twelve instructional modules.
2. To develop student curriculum modules which illustrate principles relating to the twelve general occupational topics and which apply to situations either on-the-job or off-the-job.

To assist in teaching the "human" aspects of work, twelve modules were developed which relate to major occupational skills and attitudes necessary for survival in the world of work. These twelve modules included:

1. Problem Solving
2. Coping with Conflict
3. Interpersonal Relations
4. Effective Communications
5. Working in Organizations
6. Using Creativity at Work
7. Leadership
8. Authority and Responsibility
9. Coping with Change
10. Motivation for Work
11. Understanding Self
12. Adapting and Planning for the Future

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Twenty-one specific survival skills and attitudes, which were identified during the research phase, were integrated in the above twelve modules.

Each curriculum module consisted of teaching strategies, learning experiences, and related materials designed to facilitate student achievement of selected objectives. Each module was designed to include a primary module objective, a statement of the importance of the topic, teaching-learning strategies and activities, evaluation techniques, and supportive resource materials. For convenience in teaching, each module was divided into various sessions. Each session was approximately fifty minutes in length and each session had a specific objective.

A specific objective for each session was followed by a brief statement of the importance of the session topic and its relevance to "survival" on the job. The importance of the session topic was followed by instructional activities to be completed by the students either in or out of the classroom.

The modules have been designed so that they can be taught separately as independent units of study. Teachers may select modules to teach on the basis of the needs of the students and objectives of the course being taught. The modules have been prepared so that little time and effort are required by the teacher to implement the materials into classroom instruction. The content and style of presentation of the activities enable teachers to integrate the activities into classroom instruction in a variety of ways.

The teaching of occupational survival skills to vocational high school students before they enter the work force will orient them to the "human" aspects of work which they are likely to encounter in their jobs. These "human" aspects of work may be as valuable as the "technical" skill aspects of their work.

Target Populations To Be Served

The occupational survival skills modules have been used successfully with a wide range of students in a variety of educational settings, ranging from high school to adult and continuing education and in various academic and vocational programs. Some specific educational and training settings are listed below:

- Office occupations programs
- Health occupations programs
- Career education programs
- Adult education programs
- Cooperative Work Training (CWT)
- Industrial-oriented occupations programs

- Comprehensive Employment and Training Act (CETA)
- Classes for students with special needs (secondary work experience programs)
- Agricultural occupations programs
- Home economics occupations programs
- Distributive education programs
- Community college career preparation classes
- Career English and communication programs
- Work Experience and Career Exploration Programs (WECEP)
- Career guidance programs (high school and community college levels)

Illinois State Board of Education Thrusts

Projects completed:

Research

* Dr. Sharon Lund O'Neil, "Work Perceptions of Skills Necessary for Survival in the World of Work." The research study and a summary is available from ERIC, ED-120456 and ED-120532.

* Dr. Thomas Scanlan, "A Study to Determine the Options of Students and Parents Concerning the Teaching of Skills Necessary for Survival in the World of Work."

* Dr. Kent Firson, "Openings of Teachers, Counselors and Administrators Concerning the Teaching of Occupational Survival Skills."

* Dr. Joyce Nies, "Instructional Strategies for Teaching Occupational Survival Skills."

* Dr. James Allen Leach, "Influences of the Occupational Survival Skills Modules on the Attainment of Skills and Attitudes Toward Employment of Selected High School Students." Unpublished doctoral dissertation, University of Illinois, 1978, ED 166-422.

NOTE: A summary of these five research studies is included in a monograph, "Perceptions Concerning Occupational Survival Skills," and is available from Dr. Nelson.

Teacher's Guide

The teacher's guide, "Methods and Materials for Teaching Occupational Survival Skills," contains 12 modules which are available on microfiche from the ERIC system.

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ERIC CODE NUMBER	CHAPTER TITLE
ED-162-134	Working in Organizations
ED-162-135	Motivation for Work
ED-162-136	Understanding Self
ED-162-137	Interpersonal Relations
ED-162-138	Effective Communication
ED-162-139	Using Creativity at Work
ED-162-140	Problem Solving
ED-162-141	Authority and Responsibility
ED-162-142	Leadership
ED-162-143	Coping with Conflict
ED-162-144	Coping with Change
ED-162-145	Adapting and Planning for the Future
ED-162-146	Module Tests

The teacher's guide, "Methods and Materials for Teaching Occupational Survival Skills," is available.

Curriculum Publications Clearinghouse
47 Horrabin Hall
Western Illinois University
Macomb, IL 61455

Study Guide

A study guide for students (167 pages) has been published to supplement the teacher's guide. The study guide can be used to reinforce classroom activities or as independent study material. Send orders to:

Willow Press
2109 Bristol
Champaign, IL 61820

Evaluation

An evaluation of the use of the occupational survival skills materials is being conducted at the University of Illinois. For additional information about materials and activities concerning student workbooks, evaluation instruments, related research activities, staff development activities, and orientation workshops, contact:

Dr. Robert Nelson, Director
Occupational Survival Skills Project
University of Illinois at Urbana-Champaign
346 Education Building
Champaign, IL 61820
Telephone: (217) 359-8274

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Funds Available

No special funds are available to implement programs regarding the teaching of occupational survival skills.

Example Programs

Because one of the primary instructional strategies is to integrate the teaching of occupational survival skills in ongoing courses and programs, no example programs have been implemented.

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PAGE 2

Introduction

The Programmatic Approach to Guidance Excellence (PAGE 2) materials were developed to guide the systematic planning of comprehensive kindergarten through adult career guidance programs. With funds provided by the United States Office of Education (USOE), Bureau of Occupational and Adult Education, PAGE 2 project personnel designed and tested an approach that would help local, regional, and state planning committees define and plan a comprehensive career guidance and counseling program.

A planning model is an orderly set of procedures with specific steps for accomplishing tasks necessary for systematic planning. Seven tasks are involved in the actual planning of a career guidance program.

1. Defining, stating and/or ranking *goals* or objectives for the career guidance program.
2. Identifying *needs* as perceived by students, school staff, community/parents, and/or graduates.
3. Identifying *resources* of the school and community available/usable for the career guidance program.
4. Developing *objectives* for the career guidance program, usually by analyzing the goals in relation to the needs and resources.
5. Selecting appropriate *methods* or strategies for meeting these objectives.
6. Explaining/discussing *implementation* of these methods.
7. Procedures of *evaluation*, both ongoing (formative) and concluding (summative).

The PAGE 2 materials emphasize a team approach for planning. A mix of administrators, teachers, counselors, support personnel, parents, and community persons are taken through a team process that begins in Module I (Planning a Career Guidance Program) with an activity designed to illustrate the need for explicit communication between program planners and program implementers.

The activities that follow bring into focus the scope of a comprehensive guidance, counseling, placement, and follow-through program. Participants arrive at a group consensus as to what the career guidance program goals of

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their district or agency "ought to be" by rating and discussing the following *eighteen goals for comprehensive career guidance programs:*

1. Understand relationship of curriculum to career planning
2. Understand how economic conditions affect career plans
3. Appreciate community role in career development.
4. Understand significance of social systems within work settings
5. Acquire a sense of independence
6. Develop decision-making skills
7. Develop skills to cope with a changing work world
8. Develop awareness of preferred lifestyles
9. Acquire effective interpersonal skills
10. Understand and appreciate the discipline of work
11. Develop career planning skills
12. Implement educational and job placement goals
13. Appreciate parental role in career development
14. Develop a positive self-concept
15. Locate and use sources of occupational information
16. Develop positive attitudes toward work
17. Develop values clarification skills
18. Value human dignity

The steps to obtain group consensus begin with individuals rating each of the eighteen career guidance goals on a 0 - 5 (low to high) point scale. Groups of four to seven individuals are then formed. Each group arrives at a group total point value for each goal. The group consensus point values for each goal are then totaled, and the totals ranked in priority order with the highest total being goal one and so forth.

Activities systematically move participants from basic concepts to more sophisticated levels of planning. After describing what they want to accomplish (goal setting), participants identify those parts of a career guidance program that are already in operation. Judgments are made about the effectiveness of these program components and the discrepancies between "what ought to be" and "what is" are identified.

The assessment information is used to establish priorities for program implementation, to select three of the goals that have been identified as high priority needs, and to write a rationale requesting administrative support for effort in these areas.

Next, participants identify the steps needed to implement the three selected goals, assign responsibility to

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individuals for each step, estimate the costs, and describe the outcomes they expect to result from each effort. Then initial planning for the evaluation of a career guidance program is conducted.

Module II provides an opportunity for discussion of implementation approaches for a curriculum-based career guidance program. Activities include the application of a separate class, infusion, career center, and various combinations of these approaches to a school setting.

Module III concentrates on planning and implementing a job placement program. Following the planning procedures established in the first module, the participants are provided information and activities for understanding the scope of job placement programs, organizational patterns, and trends occurring in job placement.

The instructional modules lend themselves to modification which meet the needs of a variety of groups. Designed for maximum flexibility, the materials are appropriate for both preservice and inservice instruction in teacher education, administration, vocational education, and counselor education programs.

The instructional resource package consists of the following items:

-- 1 Facilitator's Handbook
--28 Planning Boards
--28 Career Guidance Goals Card Sort Decks
--28 Sets of Career Guidance Goal Statements
--28 Sets of Markers
-- Sets of Job Placement Objectives
-- 2 Group Activities Emphasizing the Team Approach in Planning
-- 1 Technical Report

Target Population To Be Served

The materials are geared to local, regional, and state educational agencies' personnel and planning committees which include community members and parents. Materials are appropriate for inservice and preservice education programs in guidance and counseling, vocational education, and administration.

Illinois Career Guidance Handbook

Illinois State Board of Education Thrusts

Project completed:

Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois (conducted at the University of Illinois)

Additional USOE funded efforts:

Optimizing Planning Techniques for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through (conducted at the University of Illinois)

Programmatic Approach to Guidance Excellence--PAGE 2 (conducted at Eastern Illinois University)

Funds Available

Illinois State Board of Education
Adult, Vocational and Technical Education
100 North First Street
Springfield, IL 62777
Contact Person: John Washburn
(Inquire about "Requests for Proposals"
and "Requests for Assistance")

United States Office of Education
Bureau of Occupational and Adult Education
7th and D Streets, S.W.
Washington, D.C. 20202
Contact Person: David Pritchard

Funds may be available through other agencies addressed in public laws which affect the guidance and counseling profession.

Example Programs

OPT for Career Guidance: 6 Case Studies is a document designed to illustrate how educational and community personnel in six school districts used the PAGE 2 planning model to initiate comprehensive career guidance program planning and implementation. It contains the strategies, obstacles, and accomplishments of six sites with different program characteristics and situated in diverse geographic areas.

For information on this document and/or additional information on PAGE 2, contact: Dr. Janet Treichel, Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign, 347 Education Building, Urbana, IL 61801.

PRE-EMPLOYMENT SKILLS

Introduction

There are a series of skills needed by everyone and new to most secondary school age students which will readily make a difference in their future success in the job market. These skills are referred to as pre-employment skills or those skills needed to enter the job market. Some of the areas covered in pre-employment skills include application completion, resume writing, interview techniques, job staying qualities, advancement procedures, co-worker relationships, employer-employee rapport, and equal employment opportunities.

Target Population

Pre-employment skills are viewed by students as an important and worthwhile course of study when it is pointed out to them the importance placed on the proper techniques and completeness of applications, resumes, and interviews. Employers repeatedly report how appalled they are at the lack of effort and concern which is so obvious as an incomplete, poorly written application comes across their desk.

How To Do It

While many of the specific areas in pre-employment skills are units within themselves, many of them are quite applicable to the subject areas taught at all levels. For instance, a lesson in following directions is very appropriately completed by filling out a job application form. Various directions are given as to whether to use pen, pencil, type, what to complete, the procedure to use, etc. In addition to its use here, the application can be used in studying vocabulary. Several key statements are made to acquaint the applicant with terminology used on the application form.

Students can learn communication skills both written and spoken by the letter of introduction and the phone call made in response to a want ad. Often times these two exercises are covered as a part of the English course offered at all levels.

The culminating activity often times used in a pre-employment skills curriculum is the video-taped interview. This is prefaced with a complete resume and application. At this time students can see the benefits of their efforts in securing work. They find it very anxiety-ridden, but realize the value of emotionally dealing with the real life situation. Employers from the community are called upon to volunteer their services to interview one or two students, realizing the situation is to give the student the experience only--not that there is any chance of a job awaiting.

Funds Available

Very little funding is necessary to incorporate pre-employment skills into any school system. A manual describing the various areas covered is a nice guide to use, but certainly is not mandatory in order to get started. Most academic as well as vocational educators are aware of the basic "do's and don'ts" of successful experiences in the world of work.

References

The following is a listing of some possible resource materials which can be used to teach pre-employment skills. There are numerous other good resources and a careful perusal of the available materials would benefit an individual before a choice is made.

Barrow, Connye. Career Assistance and Placement Services. 1976. Curriculum Publications Clearinghouse, Western Illinois University, Macomb, Illinois 61455.

College Planning and Placement Guides (from individual colleges and universities).

Correll, Susan. Job Link. 1979. Curriculum Publications Clearinghouse, Western Illinois University, Macomb, Illinois 61455.

EDN Corporation. The Career Planning Workshop. 1979. Jenkintown, Pennsylvania.

Illinois Job Service. Merchandising Your Job Skills.

Johansen, Norman. Write Your Ticket to Success. Job Hunter's Forum.

Molloy, John T. Dress for Success. 1978. Warner Books.

Molloy, John T. The Women's Dress for Success Book. 1978. Warner Books.

Pamphlets printed by various organizations and agencies on various areas of pre-employment skills.

Pollock, Steve. A Curriculum Guide for Pre-Employment Skills. 1978. Curriculum Publications Clearinghouse, Western Illinois University, Macomb, Illinois 61455.

Society for Visual Education, Inc. Job Survival Skills. Rochester, New York, Career Systems, 1973.

Speakers from local business and industry and the Chamber of Commerce.

PROJECT BIG

Introduction

Project Big is a district-wide career night held alternately at one of the Maine Township High Schools in the spring of the year.

Project Big began in 1970 and has grown considerably over the past years. In 1975, approximately 3,500 students and parents talked with representatives of nearly 200 different career areas at Project Big. Exact attendance figures are difficult to determine--in the past the number of programs distributed were used to approximate attendance.

In order to encourage and stimulate community and industrial support within the district, there has been developed a Career Education Advisory Council. This Council was originally organized as a small group of local business people and cooperative education coordinators who would occasionally meet to discuss their common interest in students who work part-time while going to school part-time. The Council has expanded; now holding regularly scheduled meetings at the district administration building, and the career counselors play an important role in the function of the organization.

The Career Counselor at the school where the event is held is designated as the high school coordinator, and the President of the Career Education Advisory Council is designated as the general chair.

Responsibilities of the Career Counselor hosting Project Big are:

1. One must reserve the appropriate school facilities for time and dates of the event. This information is placed on all school calendars after checking schedules of events held by various organizations and departments within the school. The school athletic department and the local park district calendars are also considered.

2. A close working relationship with the committee which is responsible for determining which career should be represented is very important. For the first program of this type the career interest survey sponsored by the Explorer Scouting Program could be used to determine career interest areas of students. With the information obtained by surveying all junior class members, the Explorer Scouts classify the interests of individuals into the fifteen job clusters of the U.S. Department of Labor. The Explorers then provide each school with a

computer printout of collective and individual career interests. This could be a valuable tool for the counselor in developing a career program.

3. Contact by phone and confirming letters with those people who are potential participants or representatives of various careers is probably the most important and time-consuming task of all.

4. The Career Counselor must arrange for miscellaneous services such as: custodial help in setting up and clean-up; police and firefighters on duty; parking lot attendants; student ushers; secretarial help for last-minute typing of identification tags; and student organization for setting up and operating refreshment concessions.

5. Identification cards must be prepared for participating companies as well as identification tags for each representative.

6. By working closely with the publicity committee--this committee is chaired by a cooperative education coordinator--the Career Counselor can assure that Project Big is widely publicized in each of the four high schools as well as the entire community. Publicity includes articles in the school newspapers, local and Chicago area newspapers, radio and TV spot announcements, and personal appearances by Career Counselors at luncheon meetings of various organizations. Posters are placed in windows of businesses and on the bulletin boards of classrooms; and letters are sent to all parents from the Superintendent of Schools.

7. Financing Project Big is very important and is accomplished through letters written by the Career Education Advisory Council President to various service organizations, businesses and industries in the community, appealing for their financial assistance as well as their time and talent in representing careers.

8. The Career Counselor organizes the program booklet which is provided for visitors at the door as they arrive. This program includes the names of the representatives and the names of the companies the representatives work for.

9. Framed certificates of recognition are awarded to companies and/or industries who participate; and the Career Counselor must arrange for the certificates to be printed, signed, and delivered.

10. The school facilities, usually a gymnasium, are set up with a large cafeteria table for each career represented. In many instances, more than one person represents a given career.

Target Population To Be Served

The Project Big is geared primarily to high school aged students served by the four Maine Township High Schools, but the program is open to all who would like to receive first-hand career information in the community.

Example Program

Maine Township High School District 207
1131 S. Dee Road
Park Ridge, IL 60068

Attn: Dr. Michael Myers
Assistant Superintendent for
Instruction

PUBLIC ASSISTANCE (WELFARE)

Introduction

The Department of Public Aid provides services and assistance to alleviate poverty in the State of Illinois.

Since maintaining and strengthening of the family unit is of principal consideration, programs are designed to encourage recipients to become self-supporting and self-directed. Also educational and training programs are provided for residents unable to maintain a livelihood compatible with health and well being due to unemployment or illness.

Available programs of the Department of Public Aid are: Aid to Family with Dependent Children; Medical Assistance; State Supplemental Payments to the Aged, Blind, or Disabled; General Assistance; Food Stamps; Social Services; Support Enforcement; Refugee/Repatriate Programs; and Disaster Relief. Listed below is a synopsis of each available program.

Aid to Families with Dependent Children

The intent of the AFDC Program is to preserve and strengthen family life by providing financial aid, medical care, and social services. The program serves families with children deprived of support because of the continued absence, incapacity, unemployment, or death of parents.

Families applying for AFDC must have one or more children living with them who are under age 18, or under age 21 if regularly attending high school or college or in vocational training. The amount of the basic assistance grant is determined by a standard that varies with family size, area housing costs, and family income.

Medical Assistance

The Medical Assistance (Medicaid) Program provides comprehensive medical care to aged, blind, or disabled persons who are receiving state supplements to federal Supplemental Security Income (SSI) payments and to AFDC recipients. The program also provides these medical benefits to persons who would qualify for aid to the Aged, Blind, or Disabled or AFDC except that their income is sufficient by Department standards to meet their basic needs.

The Medichek program is a special medical program providing early periodic screening for diagnosis and treatment of children.

State Supplemental Payments to the Aged, Blind, or Disabled

The Department provides a State Supplemental Payment (SSP) to the federal SSI Program. This supplement is for all individuals who are blind, severely disabled, or over 65 and have insufficient income and assets to meet their needs according to Department standards.

Persons who have applied for the federal SSI program may be eligible for SSP (Interim Assistance) while eligibility for the federal program is being determined.

General Assistance--Aid to the Medically Indigent

People who are in need of financial or medical assistance according to Department standards but who do not qualify for any of the Department's other programs can receive financial and medical assistance through General Assistance (GA) and Aid to the Medically Indigent (AMI). The GA program is generally administered by townships which may choose to receive state financial assistance; AMI is administered by the Department. In Chicago, the Department administers the GA program directly.

Food Stamps

The Food Stamp Program is designed to provide a supplement, to the earnings of low income households. This supplement, when combined with the household's other income, allows the household to purchase a nutritionally adequate diet. Under the income and asset standards set by the U.S. Department of Agriculture, recipients of assistance and many non-recipients may receive the benefits of the program.

Support Enforcement

The Department operates programs to locate parents delinquent in making payments for support of their children. Parent locator services are operated primarily for public aid families, but are available to other families for a fee.

Refugee/Repatriate Programs

The Department administers federal programs providing assistance to Indo-Chinese refugees and United States citizens who have been returned by foreign governments. Eligibility standards, amount of assistance available, and other specifics for the refugee and repatriate programs are established by the federal government.

Disaster Relief

In the event of a Presidentially-declared disaster, the Department is responsible for administering the Individual and Family Grant Program. The Department responds to the needs of disaster victims by providing financial aid and other necessary assistance.

Target Population To Be Served

Children are the principal recipients of public assistance in the Illinois Aid to Families with Dependent Children Program. However, the Department also provides services for families with children deprived of parental support or care because of death, physical or mental incapacity; full or partial unemployment; or continued absence of either parent because of divorce, separation, imprisonment, or military service. The Department provides assistance to the aged, blind, or disabled and other economically disadvantaged persons.

Illinois State Board of Education Thrusts

In conjunction with the Illinois State Board of Education, the Department of Public Aid has provided general educational development (GED) Aid and Vocational training funds for recipients since 1963.

Full-time adult education centers are the core of the state's cooperative education and training program. Many of the facilities also provide child care centers.

Funds Available

Funds are available for the assistance listed below:

1) Medical assistance
2) Aid to Families with Dependent Children
3) General Assistance
4) Aid to Aged, Blind, and Disabled

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Example Programs

Example programs change from time to time, and guidance persons are encouraged to contact your local Public Aid Office for additional information. To determine eligibility for aid or services, the client should be sent to the nearest Public Aid office.

STATE OF ILLINOIS

DEPARTMENT OF REHABILITATION SERVICES (DORS)

Introduction

Department of Rehabilitation Services is the total rehabilitation services provider offering physical/mental/sensory restoration, education, training, and job placement services to disabled children, youth, and adults. Some clients may have a vocational goal; others may not.

Department of Rehabilitation Services is the only state rehabilitation program in the nation to attain cabinet level status as an independent agency. Because of cabinet status, there is direct contact between the Governor's Office and the Agency providing a full range of services to disabled residents of the State of Illinois.

Relatively recent federal legislation (Title VII of the 1978 Rehabilitation Act Amendments) provides for Comprehensive Services for Independent Living. This landmark legislation allows vocational rehabilitation agencies to provide: (1) services for children of pre-school age, (2) child development services, (3) service to individuals whose disabilities are so severe that they do not presently have the potential for employment but may benefit from vocational rehabilitation services which will enable them to live and function independently, and (4) provide appropriate preventive services to decrease the needs of individuals assisted under the program for services in the future. The Department of Rehabilitation Services provides services in the following programs:

Basic Program

The Basic Program is for persons having a diagnosable physical and/or mental disability which represents a substantial handicap to employment and who are likely to benefit from DORS services in terms of employability. DORS direct services include counseling, guidance, some testing, job placement, and follow-up.

Services purchased by DORS on behalf of the client are chosen to best serve the needs, desires, goals, and capabilities of the client. The Individually Written Rehabilitation Plan represents an agreement between the Department and the client both of whom bear responsibility for its successful completion. Services purchased by DORS include but are not limited to:

1. Medical examinations to learn the nature and extent of the disability(ies)
2. Medical services to improve the client's condition and/or restore the person's ability to function at the highest possible level.
3. Physical and/or occupational therapy.
4. Physical aids to improve hearing, vision, physical mobility, and/or general ability to function.
5. Training in appropriate job skills.
6. Equipment, licenses, and some fees associated with certain jobs.
7. Costs for room, board, tuition, transportation, books, etc., associated with post high school education or vocational training.

An economics needs test may be applied. Services are purchased from local facilities, professionals, and other approved vendors usually located near the client's place of residence. Similar benefits, both public and private in nature, are sought and coordinated by the DORS counselor.

Secondary Work Experience Program (SWEP)

The Secondary Work Experience Program (SWEP) is a vocational rehabilitation program for secondary school-aged clients participating in school district and/or special education joint agreement work experience programs. Rehabilitation services are provided through the development and implementation of Purchase of Service Agreements with educational agencies. These services encompass counseling, guidance, diagnostic evaluation, vocational evaluation, and assessment through placement in realistic employment situations and coordinating or providing by DORS as a supplement to special education programming and are not intended to supplant the schools' educational responsibilities.

Home Services Program

The Home Services Program provides services to severely disabled persons of all ages who are at risk of long term institutionalization. Persons may be eligible for a range of support services including home health and nursing services; homemaker, chore, and housekeeping services; day care and home delivered meals; education in self and personal care; and other non-medical services aimed at helping the client attain or maintain maximum independence. Clients receiving home services need not have a vocational goal.

The Department of Rehabilitation Services also makes medical determinations on disabled persons applying for cash benefits sponsored by the Social Security Administration's Social Security Disability Insurance and Supplemental Security Income programs.

Application/Referral Services

Persons who think they may be eligible for DORS services should make contact with the office nearest the place of residence. Inquiry or referral may also be made by a family member or other concerned persons, by physicians, hospital personnel, school officials, and other public or private service providers.

Additional General information can be secured by calling the Disabled Individual's Assistance Line (DIAL) at (312) 793-5000. DIAL is equipped with teletypewriter equipment for the accommodation of deaf and hearing impaired persons and there is no charge for Illinois callers. To make contact, dial "O" and ask for operator to place a collect call to DIAL at (312) 793-5000. Information may also be secured from the DORS Public Information Office, 623 East Adams Street, Springfield, Illinois, 62705.

Persons applying for DORS' services should contact the office nearest the place of residence.

Target Population To Be Served

The Illinois Department of Rehabilitation is primarily concerned with serving disabled persons--children and adults. DORS serves school age children and youth who cannot be appropriately served by the local public school system through three fully accredited residential schools. They are the Illinois Children's Hospital School in Chicago, the School for the Deaf and the School for the Visually Impaired in Jacksonville, Illinois.

Illinois State Board of Education Thrusts

The Department of Rehabilitation Services is currently meeting with the Illinois State Board of Education to determine ways and means for the two State Agencies to address respective roles, responsibilities, and functions as related to education, rehabilitation, and vocational education services for handicapped youth, both in the public and private sectors and DORS operated residential schools.

Funds Available

Qualifying persons may obtain funds for room, board, tuition, transportation, books, and other expenses. College students may obtain cash grants if deemed necessary by the agency.

Example Program

Not applicable.

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SPECIAL NEEDS STUDENTS

Introduction

The thrust in education today in the United States is toward accommodating the student with special needs in the least restrictive educational setting. For the purpose of this appendix, a "student with special needs" is an individual who is having difficulty succeeding in a regular or special vocational educational program due to the effects of a handicap, disadvantage, and/or limited English proficiency, and who requires:

1. "individually prescribed, unique and more powerful teaching techniques;
2. supplemental or supportive services which vary in type and extent depending on individual needs; and
3. additional resources from society for education and acceptance by society." (Phelps, L. Allen, Instructional Development for Special Needs Learners, An Inservice Resource Guide, p. 10)

Counselors of schools, vocational centers, and/or any other training center are in a key position to assure that the educational agency is positively assisting the student with special needs to attain his/her fullest career potential as well as personal and social adjustment.

Counselors may need to assume primary responsibility for:

1. recruiting and identifying handicapped, disadvantaged, and persons with limited English proficiency;
2. acquainting handicapped, disadvantaged, and limited English proficiency persons with employment opportunities and available training programs;
3. assuring coordination of a system-wide cooperative effort for educational training and support services necessary to prepare the student with special needs for the world of work;
4. assisting occupational educators with activities designed to improve the student's social skills which are relevant to the world of work;

5. assisting students and staff to become knowledgeable about services available from other agencies; and
6. assisting occupational educators with student evaluations, job placement, and follow-up.

Target Population To Be Served

Handicapped

At the secondary level, all handicapped persons enrolled in vocational education programs must have an Individualized Education Program (IEP) as prescribed under P.L. 94-142. For postsecondary and adult vocational education programs, a handicapped person is a person who has one of the impairments listed below and requires special services to succeed in their vocational education program. Substantive evidence of the handicapping condition must be kept on file either from medical records or, where appropriate, by psychological (and/or physiological) diagnosis.

The terms used in this definition are defined as follows:

1. "Mentally Retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's education performance.
2. "Hard of Hearing" means a hearing impairment whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.
3. "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.
4. "Speech Impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.
5. "Visually Handicapped" means a visual impairment which even with correction adversely affects a child's educational performance. The term includes both partially seeing and blind children.

6. "Seriously Emotionally Disturbed" is defined as follows:

   (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects education performance:

      (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

      (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

      (C) Inappropriate types of behavior or feelings under normal circumstances;

      (D) A general pervasive mood of unhappiness or depression; or

      (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

   (ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

7. "Orthopedically Impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures),

8. "Other Health Impaired" means limited strength, vitality, or alertness, due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

9. "Deaf-Blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and

education problems that they cannot be accommodated in special education programs solely for deaf or blind children.

10. "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe education problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

11. "Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

Limited English Proficiency

Individuals with limited English proficiency means any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Substantive evidence of Limited English Proficiency (LEP) condition must be kept on file.

Persons with limited English proficiency vary in the degree of English proficiency in the areas of understanding, speaking, reading, and writing. To assist in student identification and in delivery of services, the following levels of English language proficiency developed by the Illinois State Board of Education, Bilingual Section, may be used:

Persons with limited English proficiency may be identified on the basis of language fluency:

I. The individual does not speak, understand, or write English, but may know a few isolated words or expressions.

II. The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

III. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

IV. The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

Disadvantaged

Disadvantaged means persons (other than handicapped) who meet the following definitions:

"Economic Disadvantage" means:

1. Family income is at or below national poverty level.
2. Participant or parent(s) or guardian of the participant is unemployed;
3. Participant or parent of participant is recipient of public assistance; or
4. Participant is institutionalized or under State guardianship.

Economic disadvantaged can be determined by reporting students at the secondary level who are participating in a free or reduced lunch program, AFDC (Aid to Families of Dependent Children) program, or work-study program. Students at the postsecondary and adult levels may be identified from basic education opportunity grants records or similar financial aid.

"Academic disadvantage" means that a person:

1. Lacks reading and writing skills;
2. Lacks mathematical skills; or
3. Performs below grade level.

Academic disadvantage can be determined at the secondary level by reporting students enrolled in remedial programs, or performing below grade level on standardized tests or failing a grade. For the postsecondary and adult levels, an academic disadvantage can be determined by reporting students enrolled in remedial instruction or on academic probation. Substantive evidence of Disadvantage must be kept on file.

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Criteria for Identification

Disadvantaged persons shall be identified by one or more of the following criteria or other similar documented criteria:

Economic Disadvantaged - Student needs financial assistance in order to complete vocational program and/or courses.

Academic Disadvantaged -

1. Lacks reading skills for the vocational instructional materials as determined by appropriate standard evaluation instrument. (Usually 2 grades below grade placement)
2. Lacks writing skills. (Usually 2 grades below grade placement)
3. Lacks mathematical skills, etc. (Usually 2 grades below grade placement)
4. Performs below course level and cannot achieve in regular occupational instruction without supportive service as determined by standard evaluation. (Usually 2 grades below grade placement

Under the Vocational Education Amendments of 1976, the identification of disadvantaged persons must be based on the following conditions:

- The individual is not succeeding or cannot be expected to succeed in a regular occupational program.
- Individuals, not groups, are identified.
- The individual's disadvantaged condition is a contributing factor to his/her lack of success.
- The individual is identified by the effect, not the cause of his/her disadvantaged condition.

The criteria are stated in general terms, so that local educational agencies can establish their own systems of identification, based on the criteria. Because local agencies are accountable to substantiate the identification procedures and to demonstrate that related services were provided for these students, it is essential that the actual procedures used for identification be clearly specified. While all agency personnel can assist in the identification process, the primary responsibility for this task rests with the instructor.

Additional implications of the criteria are that a particular disadvantage is affecting the student such that he/she is not succeeding or cannot be expected to succeed in a regular vocational program. The local education agency has the responsibility to determine annually whether students need special services and/or special programs to develop their abilities in an occupational program within their interest and within their potential.

Illinois State Board of Education Thrusts

The Illinois State Board of Education has a continued commitment to the provision of quality services for students with special needs. Regionally based Special Needs Consultants are available to provide technical assistance to educational agencies providing vocational education to students with special needs. Assistance can be rendered in program design, inservice education, consultation, and resource information.

For additional information regarding workshops and services available through the Special Needs Consultants, contact:

Illinois State Board of Education
Department of Adult, Vocational
and Technical Education
Consultant Services Section
100 North First Street
Springfield, IL 62777
Phone: 217/782-4877
Contact Person: Louise M. Dailey

Resource information and materials for Special Needs Populations are disseminated through a center located at Illinois State University. For further information, contact:

Dissemination Center
Turner Hall 202C
Illinois State University
Normal, IL 61761
Phone: 309/436-6022
Contact Person: Catherine Batsche

Inservice activities as well as materials for vocational education of persons with limited English proficiency are available through the Bilingual Vocational Education Project. For further information, contact:

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Bilingual Vocational Education Project
500 South Dwyer
Arlington Heights, IL 60005
Phone: 312/255-9820
Contact Person: Jeanne Lopez-Valadez
(Also see Appendix A3.)

Funds Available

- U.S. Office of Education
  Division of Research and Demonstration
  P.O. Box 3
  400 Maryland Avenue
  Washington, D.C. 20202

- CETA
  Governor's Office of Manpower and Human Development
  320 West Washington
  Springfield, IL 62706

- Illinois Community College Board
  Baptist Building
  3085 Stevenson Drive
  Springfield, IL 62703
  Phone: 217/786-6000

- Illinois State Board of Education
  Request for Application (Non-Competitive Proposal for Inservice)
  10C North First Street
  Springfield, IL 62777
  Phone: 217/782-4620
  Contact Person: Fran Boyd

- Illinois State Board of Education
  Request for Proposal
  100 North First Street
  Springfield, IL 62777
  Phone: 217/782-4620
  Contact Person: John Washburn

Example Programs

- Tilden High School
  4747 South Union Avenue
  Chicago, IL 60609
  Contact Person: Marjorie Peco
  Dept. of Vocational and Career Education
  228 North LaSalle Street
  Chicago, IL
  Phone: 312/641-8432

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- Herrin Community Unit District 4
  700 North Tenth Street
  Herrin, IL 62948
  Phone: 618/942-6606
  Contact Person: Lelia Marvin

- Joliet Township High School District 204
  201 East Jefferson
  Joliet, IL 60432
  Phone: 815/727-6988
  Contact Person: Judy Fox

- Township High School District 214
  799 West Kensington Road
  Mount Prospect, IL 60056
  Phone: 312/259-5300
  Contact Person: Warren Collier

- Sauk Area Career Center
  138th and Crawford
  Robbins P.O.
  Crestwood, IL 60472
  Phone: 312/371-1880
  Contact Person: Bert Michael

- Springfield District 186
  444 West Reynolds
  Springfield, IL 62702
  Phone: 217/525-3065
  Contact Person: Dick Rakers

- Triton College
  2000 Fifth Avenue
  River Grove, IL 60171
  Phone: 312/456-0300
  Contact Person: Vern Magneson

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STATE VOCATIONAL GUIDANCE PERSONNEL RESPONSIBILITIES

The Illinois State Board of Education within its Department of Adult, Vocational and Technical Education has a Special Programs Section which includes, among other areas, vocational guidance and occupational information. These staff provide direct career guidance and occupational information program services and make arrangements for the provision of ancillary services, projects, and activities which improve the quality of guidance programs and the total educational process. Designated staff provide services such as technical assistance, workshops, resources, and materials which are available to superintendents of educational service regions, local educational agencies, universities, and other agencies engaged in career guidance and Occupational Information programs. In addition, a variety of other services which are designed to maintain, improve, and extend a State program of supportive services related to these programs are offered.

The State staff is also responsible for the administration of Section 134 of the 1976 Vocational Education Amendments (P.L. 94-482), which pertain to career guidance and counseling programs. This legislation generated federal funds and guidelines for providing improved career guidance and counseling to all children, youth, and adults in Illinois. These funds are used to support 19 regional Career Guidance Centers which serve the entire state. The Special Programs Section staff is responsible for all contracting, monitoring and leadership functions pertaining to the Centers.

Local educational agencies which have an approved Occupational Information Program in grades kindergarten through eight receive funding from the Department of Adult, Vocational and Technical Education. The State staff responsibilities for this program include consulting, promoting, planning, and evaluation activities.

Approximately 200 meetings per year are conducted in the form of workshops, institutes, conferences, consulting visits, etc., which place the staff in direct contact with over 8,000 Illinois educators during a typical year.

For more information or direct services pertaining to career guidance and/or Occupational Information, please contact any member of the State staff responsible for these programs. They would be happy to work with you in providing expanded career guidance services to your students.

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Mr. Lynn Troute
Illinois State Board of Education
Department of Adult, Vocational
and Technical Education
Special Programs Section
100 North First Street
Springfield, IL 62777
(217) 782-5098

Ms. Joan Gardner
Illinois State Board of Education
Department of Adult, Vocational
and Technical Education
Special Programs Section
100 North First Street
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A more detailed explanation of State staff responsibilities is available upon request.

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VOCATIONAL TRAINING OPPORTUNITIES FOR STUDENTS

Introduction

In 1979-80 over 750 local education agencies provided vocational education programs and services to students. Vocational education programs are funded under one of five different cluster areas: Agricultural; Business, Marketing, and Management; Health; Home Economics; and Industrial. These programs are provided through a variety of local education agencies including elementary schools, high schools, secondary area vocational centers, community colleges, and state agency facilities.

At the elementary level, emphasis is placed on awareness and exploration activities designed to help students identify career interests. Exploration and orientation activities are provided at the ninth grade level to further help students identify which of five broad vocational education clusters will best match their career interests. Although orientation activities continue at the tenth-grade level, students should be able to focus more intensely on one of the specific clusters. Skill development courses are offered at the eleventh and twelfth grades in high school and at the postsecondary level. They are designed to provide entry level skills to the labor market.

Each vocational education program offers a series of courses, designed in a logical learning sequence, to provide job entry level skills at the end of the sequence. Each local education agency modifies course sequences consistent with local labor force data, community and student interest information, and available agency resources.

Delivery Systems and Educational Level

Vocational education courses are provided by local education agencies through a variety of different delivery systems. Many local agencies share instructional responsibilities with other public and private educational agencies in the surrounding area. Often, the local education agency will provide vocational orientation and skill training experiences in cooperation with the business, industry, or labor community. Listed below are examples of the different strategies by which local education agencies provide vocational education:

Illinois Career Guidance Handbook

1. In-School Vocational Instruction: classroom and laboratory experiences are conducted within the local education agency's existing facilities.

2. Cooperative Agreements: local education agencies of the same type share instructional responsibilities for a course(s) within a particular vocational program. These cooperative ventures include:

   a. a cooperative agreement between two or more secondary schools to provide vocational education. As an example, each school might provide orientation experiences for a Nurses Aide Program with only one school providing the 11-12 grade Nurse's Aide skill development experiences.

   b. a secondary area vocational center cooperative agreement among a number of secondary schools in which a specialized educational facility is used for providing vocational education for high school and adult students. (See map on following page.)

3. Contractual Arrangements: local education agencies of different types share instructional responsibilities for a course(s) within a particular vocational program. These contractual ventures include:

   a. arrangements between secondary and postsecondary agencies for providing vocational education instruction or services.

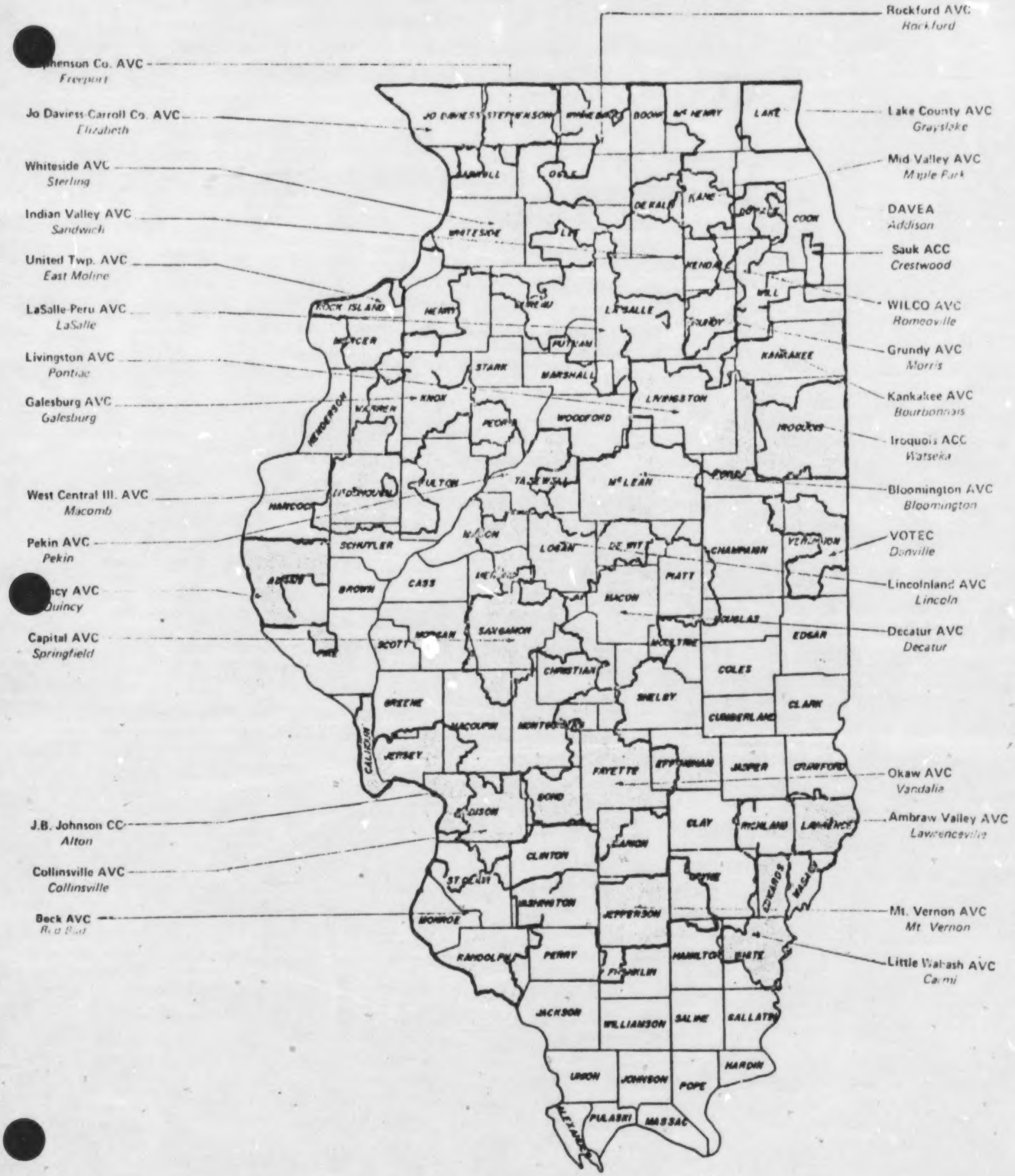
   b. arrangements between secondary or postsecondary agencies and private educational agencies for vocational education training. As an example, a private cosmetology school might provide instruction for high school students under special contract.

4. Extended Classroom: community facilities are utilized as an extension of a specific vocational program in which the instructor and students move from the local school to extended campus facilities for planned laboratory experiences.

5. Cooperative Vocational Education: vocational education is provided through written cooperative arrangements between the school and employers by alternation of study in school with on-the-job training. These types of paid work experiences must be planned and supervised by the school and employers.

6. Internship Experiences: an instructional process providing work and/or orientation experiences in paid

AREA VOCATIONAL CENTERS
(Multi District Secondary)


Rockford AVC
Rockford
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Freeport
Jo Daviess-Carroll Co. AVC
Elizabeth
Lake County AVC
Grayslake
Whiteside AVC
Sterling
Mid Valley AVC
Maple Park
Indian Valley AVC
Sandwich
DAVEA
Addison
United Twp. AVC
East Moline
Sauk ACC
Crestwood
WILCO AVC
Romeoville
LaSalle-Peru AVC
LaSalle
Grundy AVC
Morris
Livingston AVC
Pontiac
Kankakee AVC
Bourbonnais
Galesburg AVC
Galesburg
Iroquois ACC
Watseka
West Central Ill. AVC
Macomb
Bloomington AVC
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VOTEC
Danville
Pekin AVC
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Decatur AVC
Decatur
Capital AVC
Springfield
Okaw AVC
Vandalia
J.B. Johnson CC
Alton
Ambraw Valley AVC
Lawrenceville
Collinsville AVC
Collinsville
Mt. Vernon AVC
Mt. Vernon
Beck AVC
Red Bud
Little Wabash AVC
Carmi
JO DAVIESS
STEPHENSON
WINNEBAGO
BOONE
McHENRY
LAKE
CARROLL
OGLE
DE KALB
KANE
DUPAGE
COOK
WHITESIDE
LEE
KENDALL
ROCK ISLAND
HENRY
BUREAU
LA SALLE
WILL
GRUNDY
MERCER
PUTNAM
KANKAKEE
STARK
MARSHALL
KNOX
HENDERSON
WARREN
PEORIA
WOODFORD
LIVINGSTON
IROQUOIS
McDONOUGH
FULTON
TAZEWELL
McLEAN
FORD
HANCOCK
MASON
LOGAN
DE WITT
CHAMPAIGN
VERMILION
SCHUYLER
ADAMS
BROWN
CASS
MENARD
MACON
PIATT
DOUGLAS
EDGAR
PIKE
SCOTT
MORGAN
SANGAMON
MOULTRIE
COLES
CHRISTIAN
SHELBY
GREENE
CUMBERLAND
CLARK
MACOUPIN
MONTGOMERY
CALHOUN
JERSEY
FAYETTE
EFFINGHAM
JASPER
CRAWFORD
MADISON
BOND
CLAY
RICHLAND
LAWRENCE
MARION
CLINTON
ST CLAIR
WAYNE
EDWARDS
WABASH
WASHINGTON
JEFFERSON
MONROE
RANDOLPH
PERRY
FRANKLIN
HAMILTON
WHITE
JACKSON
WILLIAMSON
SALINE
GALLATIN
UNION
JOHNSON
POPE
HARDIN
ALEXANDER
PULASKI
MASSAC

AVC Joint-Agreement Districts
FEBRUARY 1979

or non-paid employment at a job site under the supervision of an instructor and experienced worker.

7. Apprenticeship Training: vocational education programs that are offered for apprentices who are employed to learn skilled trades. These programs of related instruction are made available to all persons interested in receiving this instruction.

8. Entrepreneurship: a supervised occupational experience which involves some degree of student ownership and/or management. As a cooperative effort of the school and student's parent or guardian, vocational experiences are provided at home, school, or other suitable location under the supervision of an instructor.

These strategies are used to varying degrees by local education agencies to provide vocational education to students of all ages. In addition to these public education sector delivery systems for vocational education, other agencies provide diverse vocational education offerings.

Other agencies that provide vocational training include: the various branches of the military; non-public vocational schools operating on a profit or not-for-profit basis; services provided by a Prime Sponsor or Balance of State agent operating under the Comprehensive Employment and Training Act; employee training programs offered by business and industrial concerns; special employee training programs offered by governmental agencies at the federal/state/local levels; and training opportunities operated solely for special needs persons.

Planning, Approval, and Evaluation

Vocational education programs in Illinois public education agencies are coordinated through the Three Phase System for Statewide Evaluation of Vocational Education Programs. As the title of the Illinois System implies, there are three distinct phases including:

Phase I	Annual development of the One and Five Year Plan for vocational education by local agency personnel.
Phase II	Annual review and approval of the local plan by staff of the State Board of Education, Department of Adult, Vocational and Technical Education.

Phase III Periodic on-site visitation of the total vocational program by an external team consisting of educators; business, industry, or labor representatives; and recent vocational program students.

Funds Available

Vocational education funds are allocated by the State Board of Education to provide general financial support for local education agency programs of vocational education; funds are allocated to local education agencies on the basis of a general distribution formula based on student enrollments in areas approved in the One and Five Year Plan for Vocational Education.

CONTACT: Illinois State Board of Education
Division of Adult, Vocational and
Technical Education
100 North First Street
Springfield, IL 62777

VOCATIONAL FOLLOW-UP

Introduction

What Is Follow-up?

Follow-up is the activity which collects information about former students relative to how they are functioning in their environment. Follow-up data typically are sought directly from former students, somewhat less typically from their current or past employers, and occasionally from other, more indirect, sources. Resultant information is used for evaluating, planning, and reporting purposes.

Why Follow-up?

The primary purpose of follow-up is to support program improvement.

Follow-up serves as the best source of information needed to evaluate educational programs and services. It serves to answer the question, "How well have we prepared our students to function once they left our programs?"

For comparison purposes, consider that the educational system operates like a manufacturer, taking in raw materials and molding them into products. This view is somewhat simplistic because forces outside the schools constantly operate on students to help or hinder our efforts, whereas manufacturers have more control over the production environment. Even so, we have assumed a large share of the responsibility for preparing students. They are our products.

In order to survive, the manufacturing sector must give considerable commitment to product evaluation to determine salability and to ensure consumer protection. Much of this evaluation must be done after the product has entered the marketplace.

Are not we, the educators, being assigned more and more responsibility for the quality of our products, the students? Yet, how well can we determine the quality of our products if we do not systematically measure what happens to them after they have entered the marketplace?

Follow-up, however, has commonly been viewed by educators from the "reporting requirement" standpoint as an onerous task to be performed in order to receive vocational funding. This "compliance" frame of mind generally has

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produced neither the quantity nor the quality of information needed to properly evaluate our effectiveness in preparing individuals for the world of work. We process students through years of schooling, send them out into the world and then typically tend to ignore in any systematic fashion how well they are functioning. Will intuition or occasional informal contacts with former students give us the in-depth information needed to answer questions about the relevancy and scope of our programs? Does the limited information we have been collecting to comply with state and federal reporting requirements give us the planning information we need? We need complete and accurate evaluation data. Follow-up, properly done, gives it to us.

How Is Follow-up Done?

Follow-up should not be considered an isolated, once-a-year activity. Rather it should be a conscious, on-going part of the total program. It should be supported by local policy and developed by a representative group of administrative, faculty, student, and community members. It should start with the basic, necessary questions that each of these member groups need answered. These questions should focus on considerations such as relevance, articulation, mobility, cost effectiveness, scope and quality in addition to compliance reporting. Once the necessary questions have been identified and agreed upon, the follow-up system can be designed. Design considerations include questionnaire format, timelines, collection methodology, response data processing, and information format.

Benefits of Follow-ups

As noted above, typical follow-up activities serve only the compliance-reporting function. Information collected usually is in summary format and is of little or no value to the local agency for planning and evaluation.

Other, more important, benefits of follow-up to the local agency are:

- greater accuracy and scope of evaluation information
- increased ability to compete for limited resources and to support recommendations to implement, modify, or curtail programs
- greater adaptability to meet current and future needs of students in a rapidly-changing world
- improved feedback to teaching and guidance staff about how well they are performing their job

- better knowledge about the general labor market, how it functions, and about specific jobs within the labor market

- increased success by our students in terms of improved work attitudes, habits, and skills

- increased awareness of and support for our programs by the general public and students

- positive relations and possible resource support from employers

Legislative and Administrative Requirements for Follow-up

That follow-up information is critical was recognized in the Vocational Education Act of 1976 (P.L. 94-482, Title II), which states in Section 112(B):

> . . . Each state shall evaluate by using data collected whenever possible, by statistically valid sampling techniques, each such program which purports to impart entry level job skills according to the extent to which program completers and leavers -
> "(i) find employment in occupations related to their training, and
> "(ii) are considered by their employers to be well-trained and prepared for employment,
> except that in no case can pursuit of additional education or training by program completers or leavers be considered negative in these evaluations. (p. 2187)

The National Center for Education Statistics (NCES) was given responsibility for designing the resultant data format and collection and reporting procedures inherent in this legislation. Only recently (1979-80 school year) has the resultant follow-up requirements filtered down through the State to the local levels. These requirements are part of the Vocational Education Data and Reporting System (VEDS), currently in effect throughout the State.

One concession given by NCES is that the full VEDS follow-up requirements need to be fully met only each fifth year, in conjunction with the local district's on-site Vocational Education evaluation. Annual follow-up reporting requirements are somewhat similar to the traditional reporting requirements. Further information about the VEDS is given below.

Target Population To Be Served

As with all planning and evaluation activities, follow-up should ultimately benefit the students. Secondary beneficiaries should be those who employ our program completers and leavers and, ultimately, the community. Also indirectly benefiting should be those who work to prepare students for work, in terms of total program improvement.

Illinois State Board of Education Thrusts

Projects Completed

Illinois Followup System: If I Tell You, Will You Listen?
Eastern Illinois University; Joyce Felstehausen; 1972-74
(available from Research & Development Section, Illinois State Board of Education)

Career Assistance and Placement Services (CAPS), last chapter
Triton College; Connye Barrow
(available from Curriculum Publication Clearinghouse, Western Illinois University)

Vocational Education Data & Reporting System: Feasibility Study
Illinois State Board of Education for National Center for Education Statistics; M. A. Merano
(information available from Ms. M. A. Merano, Compliance Reports Section)

Locally-Directed Evaluation: Guides No. 2 and 3
Illinois State Board of Education; Planning and Evaluation Section (available from Curriculum Publications Clearinghouse, Western Illinois University)

Projects Underway

Vocational Education Data & Reporting System: Illinois Follow-up Requirements; Illinois State Board of Education (available from Compliance Reports Section and/or from your Regional Vocational Administrator; this consists of the current requirements for following-up local program completers/leavers and their employers)

Funds Available

Generally, support for follow-up activities must come from the regular vocational funding received by each local agency. Technical assistance may be sought from the Compliance

Reports Section, Illinois State Board of Education.

Specialized projects which address new areas or are primarily research in nature may be funded by any of the following:

Research and Development, Illinois State Board of Education

Illinois State Occupational Information Coordinating Committee
Jan Staggs, Executive Director
623 East Adams, P.O. Box 1587
Springfield, IL 62705

Example Programs

Because of the recent and significant changes in follow-up requirements, most model programs are undergoing redesign. The best resource on follow-up from a national perspective is the final report, Follow-Up Procedures: A National Review and Training Guide; 1979; P. A. O'Reilly and F. M. Asche; Virginia Polytechnic Institute and State University; Blacksburg, VA. Two copies of this USOE project report should be located in the Compliance Reports Section, Illinois State Board of Education.

In the "National Review" section, detailed characteristics of 139 follow-up activities are presented.

In the "Training Guide" section, an excellent model for planning, implementing, and evaluating a follow-up system is presented. It should be noted that this model addresses more than the mere design and operation of a follow-up system. It deals with the entire range of considerations which serve to support or impede commitment to follow-up, including such things as cost, potential utilization of information, information needs, and sources of input. The model is equally applicable to developing a new system or adapting an existing one.

Another project of national scope is the National Longitudinal Study of the High School Class of 1972, conducted by and for the National Center for Education Statistics. After the base data collection in 1972 of 18,000 seniors, two follow-up surveys have been conducted. Information resulting from this study has been of primary importance in developing federal Vocational Education legislation. Contact: Director, Longitudinal Studies Branch, Division of Multi-Level Education Statistics, National Center for Education Statistics, 400 Maryland Ave., S.W., Washington, D.C. 20202.

For post-secondary follow-up, the Texas Student Information System (TEX-SIS) is referred. This is a statewide community/junior college system operated in Texas since 1976. For further information, contact the Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency, 201 East Eleventh Street, Austin, TX 78701.

APPENDIX A27-1

UNIVERSITIES AND COLLEGES WITH SERVICES AND FACILITIES FOR DISABLED STUDENTS

The following is only a selective listing of such Illinois colleges and universities compiled by Ron Blosser, Coordinator, Specialized Student Services, Southern Illinois University at Carbondale. The services and facilities offered by any of these institutions (or others not listed) will vary. Effective with Section 504 of the Rehabilitation Act of 1973, all postsecondary institutions receiving federal funds are now required to provide program accessibility to disabled students. If any particular institution in Illinois is not listed below, the reader is encouraged to contact the institution to inquire about their services or their facilities. If any particular institution is not listed below, one should not assume that the institution does not admit or accommodate disabled students.

Inquiries to institutions (unless an office is known or indicated) might be addressed to the Disabled Student Services Coordinator, the Dean of Students, or the Admissions Office.

Triton Community College
2000 5th Avenue
River Grove, IL 60171
312/456-0300

Parkland College
2400 West Bradley
Champaign, IL 61820
217/351-2262

Specialized Student Services
Southern Illinois University
at Carbondale
Carbondale, IL 62901
618/453-5738 (Voice or TTY)

Oakton Community College
7900 North Nagle Avenue
Morton Grove, IL 60053
312/967-5120

Waubonsee Community College
Rt. 47 at Harper Road
Sugar Grove, IL 60554

Services to the Disabled
University of Illinois-Chicago Circle
Chicago, IL 60680
312/996-3497

William Rainey Harper College
Palatine, IL 60067
312/397-3000

Lewis and Clark Community College
Godfrey, IL 62035

Illinois Benedictine College
Lisle, IL 60532
312/968-7270

Barat College
700 Westleigh Road
Lake Forest, IL 60045
312/234-4353

Illinois Central College
East Peoria, IL 61635
309/694-5281

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Illinois College
Jacksonville, IL 62650

Loyola University of Chicago
820 Michigan Avenue
Chicago, IL 60611
312/670-2820

College of DuPage
22nd Street and Lambert Road
Glen Ellyn, IL 60137
312/858-2800

Columbia College
600 South Michigan Avenue
Chicago, IL 60605
312/663-1600

Truman College
1145 West Wilson
Chicago, IL 60630
312/878-1700

Saint Xavier College
103rd and Central Park Avenue
Chicago, IL 60655

Northern Illinois University
DeKalb, IL 60115

Rehabilitation Education Center
University of Illinois
Oak Street and Stadium Drive
Champaign, IL 61820
217/333-4600

DePaul University
25 East Jackson, Room 1617
Chicago, IL 60604

Bradley University
Peoria, IL 61611
309/676-7611

Center for Program Development
and the Handicapped
City Wide Colleges of Chicago
209 North Michigan
Chicago, IL 60601

Handicapped Services
Illinois State University
Normal, IL 61761

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, IL 60465
312/974-4300

Prairie State College
202 South Halsted
Chicago Heights, IL 60411
312/756-3110

Eastern Illinois University
Charleston, IL

Black Hawk College
Moline, IL 61265
309/796-1311

Southern Illinois University
at Edwardsville
Edwardsville, IL

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SEX EQUITY

Introduction

Counselors of schools, vocational centers, or any other training centers are in a unique position to help achieve sex equity and eliminate sex stereotyping. Therefore, it is important that counselors have a working knowledge of the terms listed below:

- Sex Bias--Behaviors resulting from the assumption that one sex is superior to the other.

- Sex Stereotyping--Attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of sex.

- Sex Discrimination--Any action which limits or denies a person or a group of persons the opportunities, roles, privileges, or rewards on the basis of sex.

- Sex Equity--Providing women and men the freedom to choose from among all of life's options; to select work on the basis of the abilities, talents, and interests of the individuals rather than on the basis of their sex, race, color, national origin, or handicap.

Counselors are important participants in Illinois' efforts to achieve sex equity in vocational education programs. Guidance staff members play a special role in preparing students for the society in which we live. In this society, the roles of women and men are changing, both in the paid work force and in the home. We must make sure that:

Female students know that:

- whether or not they marry or have children, they will probably be working for pay outside their homes for a substantial part of their lives;

- they may need to work to support themselves or their children, or to contribute to their family's income;

- unless they prepare for paid work by deciding on an occupation which interests them and obtain the education and training they need to prepare for it, they are more likely than a male to be limited to low paying jobs which may not be interesting to them or provide them with much chance for advancement.

Male students know that:

- if they marry, they may not be the only person in their family who works for pay outside the home; they are likely to have a wife who works to contribute to the economic support of the family;
- as women move into the paid work force, men are likely to do more of the work in the home--they may need to assume responsibilities for cooking, cleaning, or caring for children;
- one benefit of the effort to eliminate sex discrimination and sex stereotyping is that as women have looked for jobs which may not be traditional for them, so men have begun to move into jobs which had been traditionally female; there are new opportunities in jobs which used to be "for women only" which may fit their interests and needs.

All students know that:

- traditional ideas of "feminine work" (inside the home) and "masculine work" (supporting the family economically) are no longer realistic; both females and males now work for pay outside their homes;
- traditional ideas of "women's occupations" and "men's occupations" limit everyone's choices; most work in the paid work force can be done by persons of either sex who prepare and train to do it.

Counselors can play a positive role in the area of sex equity because they have a greater input in career guidance in the school. Therefore, it is important that all counselors know that:

- counseling materials and activities (including student program selection and career/employment selection), promotional, and recruitment efforts must not discriminate on the basis of race, color, national origin, sex, or handicap.
- counselors may not direct or urge students to enroll in particular programs or measure or predict student prospects for success in any way that discriminates on the basis of race, color, national origin, sex, or handicap.
- if a vocational education program disproportionately enrolls male or female students, minority or nonminority students, or handicapped students, steps must be taken to insure that the disproportion does

not result from unlawful discrimination in counseling activities.

- recruitment activities and materials should be representative of a broad range of occupational opportunities and should not be limited on the basis of race, color, national origin, handicap, or sex. To the extent possible, recruiting teams should include a representation of minorities.

- counselors must be able to communicate effectively with national origin minority students with limited English language skills, and with students having hearing impairments. This requirement may be satisfied by having interpreters available.

- promotional activities and materials may not create or maintain stereotypes and limitations based on race, color, national origin, sex, or handicap. If the school's service area contains a community of national origin minority students with limited English language skills, promotional materials must be distributed to that community in its language.

There are six major federal nondiscrimination laws which are relevant to educational institutions and agencies. These prohibit discrimination based on race, color, national origin, sex, or handicap. These include:

1. Title VI of the Civil Rights Act of 1964 - prohibits discrimination against students on the basis of race or national origin in educational programs receiving federal funds.

2. Title VII of the Civil Rights Act of 1964 - prohibits discrimination against employees on the basis of race, national origin, or sex by any employer of 15 or more employees.

3. Title IX of the Education Amendments of 1972 - prohibits discrimination against students and employees on the basis of sex in educational programs receiving federal funds.

4. Equal Pay Act of 1963 - prohibits discrimination against employees on the basis of sex.

5. Executive Order 11246 - prohibits discrimination against employees on the basis of race, national origin, or sex by employers with $15,000 or more in federal contracts.

6. Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against handicapped students and employees by educational programs receiving federal funds.

APPENDIX A28-4

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Target Population To Be Served

The materials are geared primarily to counselors that provide guidance services to junior high, high school, vocational area centers, career guidance centers, and any other agency that provides guidance services.

Illinois State Board of Education Thrusts

Projects completed:

- ECCMC Special Bibliography in Vocational and Career Education on Sex Equity
- A Guide to Educational Equity in Vocational Programs
- Expanding Career Horizons--Teachers' Guide by JoAnn M. Steiger and Arlene Fink. (Revised 1980).

Copies of the materials may be obtained on loan by writing to the address below:

The East Central Network/Illinois Vocational
Curriculum Center
Sangamon State University
Springfield, IL 62708
(217) 786-6375

Projects Underway:

- "Models of and for Women Aspiring to and in Vocational Education Administration."

  Contact persons:
  Dr. Marcia Anderson, Department of Business Education
  Ms. Norma Brown, Researcher
  Dr. James Parker, Department of Educational Leadership
  Southern Illinois University at Carbondale
  Phone: 618-453-3323

- "Fair and Innovative Recruitment"

  Contact persons:
  Dr. Marcia Anderson, Department of Business Education
  Ms. Beverly Stitt, Researcher
  Southern Illinois University at Carbondale
  Phone: 618-453-3323

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Funds Available

- CETA
  Department of Commerce and Community Affairs
  320 West Washington
  Springfield, IL 62706
  Phone: 217-782-1730

- U.S. Office of Education
  Federal Grants
  Washington, D.C.

- Illinois State Board of Education
  Research and Development
  100 North First Street
  Springfield, IL 62777
  Phone: 217-782-4321
  Contact Person: John Washburn, Manager

Example Programs

- Richland Sex Equity Project
  Richland Community College
  2425 Federal Drive
  Decatur, IL 62526
  Contact Person: Ms. Karen Garber
  Phone: 217-875-7200, Ext. 284

- "Model Development for an Exemplary Women's Program"
  Contact Person: Dr. Kristine Coryell
  Richland Community College
  Decatur, IL 62526
  Phone: 217-875-7200

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TELEPHONE CAREER INFORMATION

How to Organize and Develop a Retrieval System

Introduction

As a means of mass information dissemination, the utilization of a telephone and three audio cassette playback machines has been found to present a most cost-effective method for communicating about careers. On this basis, a model information retrieval system was developed in 1979 by then director, Bruce C. Moncrieff, Illinois Career Guidance Center Region 6 and Herb Rinehart, College of DuPage. The major thrust of the telephone information system was and is to:

* provide career exploration information in a manageable and useful form.

* complement the career counseling experience.

* facilitate the parent/child career exploration experience as an adjunct to in-school career-education activities.

In developing a retrieval system which would be both comprehensive and expandable, informational tapes were created and categorized accordingly. Sub-groupings include:

a) job referral
b) pre-employment preparation
c) personal counseling, and
d) career clusters

Under the direction of a Career Guidance Specialist, access to recording facilities and a competent narrator are the components which create the necessary framework for an effective telephone information system. An excellent resource for this process is a community college or university recording facility. A few guidelines for developing scripts for taping are listed as follows:

* Scripts should not exceed 4 minutes when read aloud. A maximum of one-and-a-half or two pages of typed copy, double spaced, is most desirable.

* Focus on only one subject per tape.

* Use simple language, words that are in common use and short sentences. Exclude all extraneous information and phrasing.

- * Use an informal introduction and close with a referral telephone number which callers may use to receive additional information. Repeat names or phone numbers that you anticipate your listener will want to use.

After a three- to four-minute reading script has been written for any one topic, the narrator makes a cassette recording of the information which is then catalogued according to its subject. Incoming calls on three designated telephone lines are then manually connected to one of three cassette players which activate the requested recording. In this manner, if one line is busy, the call will jump to the next "free" line.

The physical make-up of a telephone career information system is largely dependent upon the demand for its use. Nonetheless, a minimal amount of equipment can successfully maintain its use. To adequately handle 1,500 calls per month, for example, the equipment necessary might include:

a) Three direct lines. If one line is busy, the call moves to the next open line, alleviating the need for the caller to call back.

b) Three record/playback decks. Optional equipment would include an automatic answering component to be activated during hours outside those of normal daily operation.

c) Three custom built couplers designed to interface the decks to the phone lines to notify the operator of tape completion.

d) Information is recorded on special length cassettes with the same message recorded on both sides to facilitate easy activation.

e) With this type of system, an operator must be available to select the tapes requested by the caller.

Since its inception, the telephone information career retrieval system has expanded its tape catalog to over 300 recordings and has incorporated an additional category, that for social service agency referrals. What this illustrates, then, is both the open-ended nature of such a model, along with its capability for continual revision and updating of existing information.

Target Population To Be Served

Depending on the content of the individual tapes, the target population for a telephone information system can be as narrow or as wide ranging as desired. As utilized in

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DuPage County, TIPS (Telephone Information Playback System) reaches individuals county-wide, brochures and posters are delivered to banks, savings and loan associations, libraries, chambers of commerce, and other public institutions.

Obviously, then, the population targeted and the level of information projected are limited only by the needs and/or motivation of the career counseling center and the community it serves.

Most recently, tapes describing occupational groupings have been coordinated with career educational materials developed through the Appalachia Educational Laboratory and McKnight Publishing Co. With this kind of collaboration, classroom instructors can introduce and perfect an effective career exploration program.

Illinois State Board of Education Thrusts

Projects completed: The DuPage County Career Guidance Center has completed the development and initial organization of its TIPS (Telephone Information Playback System). Presently, several of the other eighteen (18) centers in the Illinois Career Guidance network have begun the process for implementing similar systems.

Reports and additional information may be obtained by contacting Therese C. Unumb, Director, Career Guidance Center Region 6, College of DuPage, Glen Ellyn, IL 60137, or ISBE/DAVTE, Special Programs.

The Telephone Career Information Retrieval System as described here was developed with vocational education funding and with additional monies from the College of DuPage. At this writing, it is the only known career information retrieval system of its kind in Illinois.

As a method for enhancing the career guidance process, it holds great potential; as a means for delivering career information in an innovative, accessible manner, it is unmatched.

For further detailed information call or write:

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APPENDIX B1

Illinois Career Guidance Handbook

ACKNOWLEDGMENTS

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Recognition should be given to the advisory committee who participated in the development of the finished product. Their comments and suggestions concerning the format and content of the handbook were invaluable. A list of the members of the advisory committee may be found in Appendix B2.

The project staff solicited input from several persons whose areas of expertise were directly related to the topics presented. The appendices were drawn from materials prepared by these "guest authors." Some of the contributions were included in the body of the text when deemed significant to the issues discussed. A list of guest authors may be found in Appendix B3.

Special recognition should be given to graduate assistants Amy Robinson, who was involved with the original research for the handbook; B. Anette Beaven for research, writing, and editing; and Kathryn B. Parrish for typing the later drafts and the final copy of the handbook.

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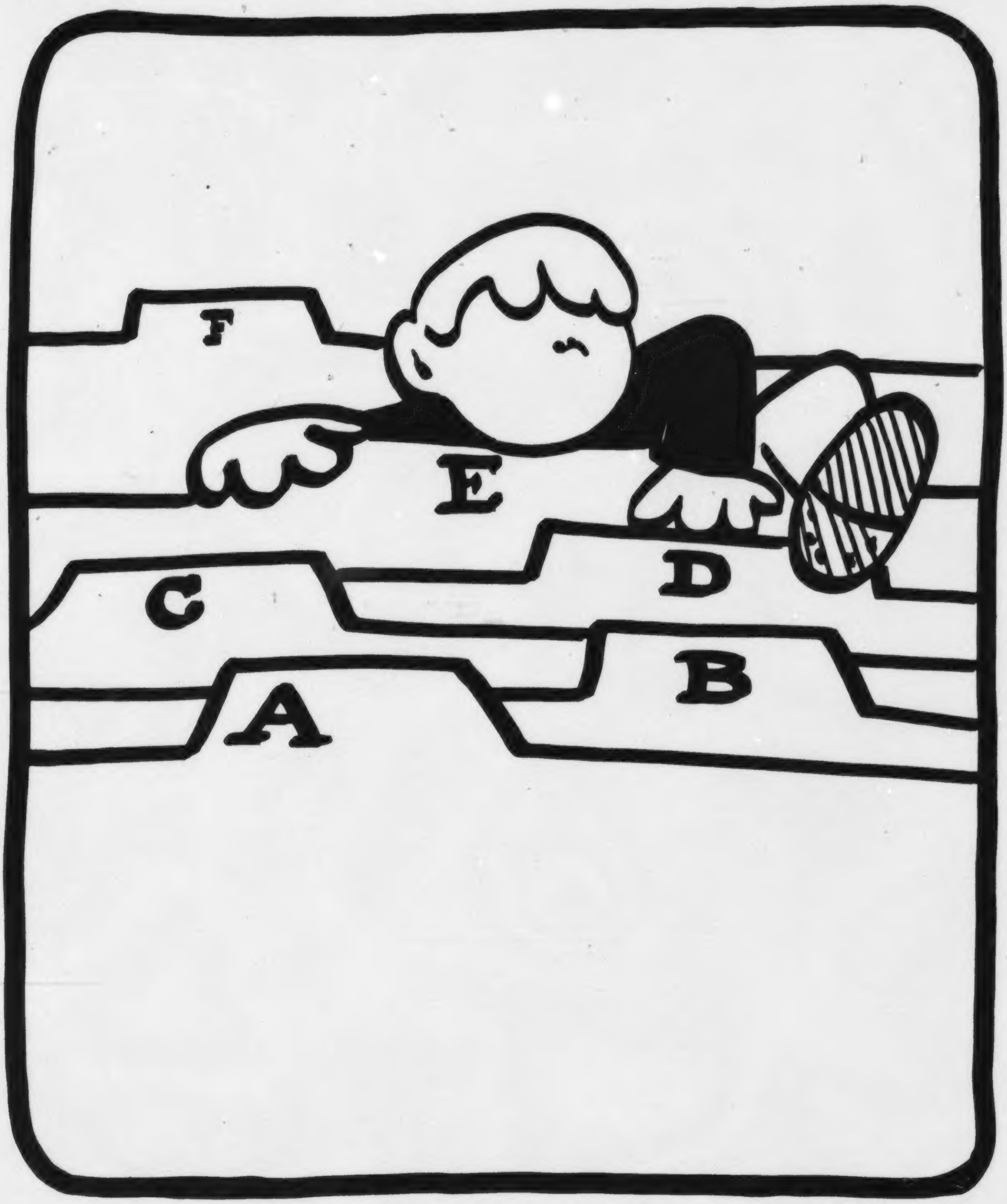

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